



WRITING



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What is IELTS Writing

The IELTS Writing modules test your ability to produce two quite different pieces of writing in a fairly short period of time. Before applying to sit in the test, you need to decide whether you want to take the Academic or the General Training module.



In Academic Writing Module

- Task 1 – you will be presented with a graph, table, chart or diagram and asked to describe, summarize or explain the information in your own words. You may be asked to describe and explain data, describe the stages of a process, how something works or describe an object or event.
- Task 2 – you will be asked to write an essay in response to a point of view, argument or problem. Responses to both tasks must be in a formal style.

In General Writing Module

- Task 1 – you will be presented with a situation and asked to write a letter requesting information, or explaining the situation. The letter may be personal, semi-formal or formal in style.
- Task 2 – you will be asked to write an essay in response to a point of view, argument or problem. The essay can be fairly personal in style.

Marking and Assessment

- Each task is assessed independently.
- The assessment of Task 2 carries more weight in marking than Task 1.
- Responses are assessed by certified IELTS examiners.
- All IELTS examiners hold relevant teaching qualifications and are recruited as examiners by the test centers and approved by IDP (In India).
- Scores are reported in whole and half bands .

Task 1 responses are assessed on:

- Task achievement
- Coherence and cohesion
- Lexical resource
- Grammatical range and accuracy.

Task 2 responses are assessed on:

- Task response
- Coherence and cohesion
- Lexical resource
- Grammatical range and accuracy.

Performance descriptors

Task 1

Task achievement

This assesses how appropriately, accurately and relevantly the response fulfils the requirements set out in the task, using the minimum of 150 words. Academic Writing Task 1 is a writing task which has a defined input and a largely predictable output. It is basically an information-transfer task that relates narrowly to the factual content of an input diagram and not to speculative explanations that lie outside the given data.



Coherence and cohesion

This concerns overall clarity and fluency: how the response organises and links information, ideas and language. Coherence refers to the linking of ideas through logical sequencing. Cohesion refers to the varied and appropriate use of cohesive devices (for example, logical connectors, pronouns and conjunctions) to assist in making the conceptual and referential relationships between and within sentences clear.

Lexical resource

This refers to the range of vocabulary used and its accuracy and appropriacy in terms of the specific task.

Grammatical range and accuracy

This refers to the range and accurate use of grammar as manifested in their sentence writing.

Task 2

Task response

In both IELTS Academic and IELTS General Training versions, Task 2 requires test takers to formulate and develop a position in relation to a given prompt in the form of a question or statement. Ideas should be supported by evidence, and examples may be drawn from the test takers' own experience. Responses must be at least 250 words in length. Scripts under the required minimum word limit will be penalized.

Coherence and cohesion

This assesses the overall clarity and fluency of the message: how the response organises and links information, ideas and language. Coherence refers to the linking of ideas through logical sequencing. Cohesion refers to the varied and appropriate use of cohesive devices (for example, logical connectors, pronouns and conjunctions) to assist in making the conceptual and referential relationships between and within sentences clear.

Lexical resource

This criterion refers to the range of vocabulary used and its accuracy and appropriacy in terms of the specific task.

Grammatical range and accuracy

This assesses the range and accurate use of grammar, as manifested in their test takers' writing at sentence level.

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WRITING TASK 1: Band Descriptors (public version)

Band	Task achievement	Coherence & cohesion	Lexical resource	Grammatical range and accuracy
9	<ul style="list-style-type: none"> fully satisfies all the requirements of the task clearly presents a fully developed response 	<ul style="list-style-type: none"> uses cohesion in such a way that it attracts no attention skilfully manages paragraphing 	<ul style="list-style-type: none"> uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips' 	<ul style="list-style-type: none"> uses a wide range of structures with full flexibility and accuracy, rare minor errors occur only as 'slips'
8	<ul style="list-style-type: none"> covers all requirements of the task sufficiently presents, highlights and illustrates key features/ bullet points clearly and appropriately 	<ul style="list-style-type: none"> sequences information and ideas logically manages all aspects of cohesion well uses paragraphing sufficiently and appropriately 	<ul style="list-style-type: none"> uses a wide range of vocabulary fluently and flexibly to convey precise meanings skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation produces rare errors in spelling and/or word formation 	<ul style="list-style-type: none"> uses a wide range of structures the majority of sentences are error-free makes only very occasional errors or inappropriacies
7	<ul style="list-style-type: none"> covers the requirements of the task (A) presents a clear overview of main trends, differences or stages (GT) presents a clear purpose, with the tone consistent and appropriate clearly presents and highlights key features/bullet points but could be more fully extended 	<ul style="list-style-type: none"> logically organises information and ideas, there is clear progression throughout uses a range of cohesive devices appropriately although there may be some under-/over-use 	<ul style="list-style-type: none"> uses a sufficient range of vocabulary to allow some flexibility and precision uses less common lexical items with some awareness of style and collocation may produce occasional errors in word choice, spelling and/or word formation 	<ul style="list-style-type: none"> uses a variety of complex structures produces frequent error-free sentences has good control of grammar and punctuation but may make a few errors
6	<ul style="list-style-type: none"> addresses the requirements of the task (A) presents an overview with information appropriately selected (GT) presents a purpose that is generally clear, there may be inconsistencies in tone presents and adequately highlights key features/ bullet points but details may be irrelevant, inappropriate or inaccurate 	<ul style="list-style-type: none"> arranges information and ideas coherently and there is a clear overall progression uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical may not always use referencing clearly or appropriately 	<ul style="list-style-type: none"> uses an adequate range of vocabulary for the task attempts to use less common vocabulary but with some inaccuracy makes some errors in spelling and/or word formation, but they do not impede communication 	<ul style="list-style-type: none"> uses a variety of complex structures produces frequent error-free sentences has good control of grammar and punctuation but may make a few errors

IELTS™

WRITING TASK 1: Band Descriptors (public version)

Band	Task achievement	Coherence & cohesion	Lexical resource	Grammatical range and accuracy
5	<ul style="list-style-type: none"> generally addresses the task, the format may be inappropriate in places (A) recounts detail mechanically with no clear overview, there may be no data to support the description (GT) may present a purpose for the letter that is unclear at times, the tone may be variable and sometimes inappropriate presents, but inadequately covers, key features/ bullet points, there may be a tendency to focus on details 	<ul style="list-style-type: none"> presents information with some organisation but there may be a lack of overall progression makes inadequate, inaccurate or over-use of cohesive devices may be repetitive because of lack of referencing and substitution 	<ul style="list-style-type: none"> uses a limited range of vocabulary, but this is minimally adequate for the task may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader 	<ul style="list-style-type: none"> uses only a limited range of structures attempts complex sentences but these tend to be less accurate than simple sentences may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader
4	<ul style="list-style-type: none"> attempts to address the task but does not cover all key features/ bullet points, the format may be inappropriate (GT) fails to clearly explain the purpose of the letter, the tone may be inappropriate may confuse key features/ bullet points with detail; parts may be unclear, irrelevant, repetitive or inaccurate 	<ul style="list-style-type: none"> presents information and ideas but these are not arranged coherently and there is no clear progression in the response uses some basic cohesive devices but these may be inaccurate or repetitive 	<ul style="list-style-type: none"> uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task has limited control of word formation and/or spelling, errors may cause strain for the reader 	<ul style="list-style-type: none"> uses only a very limited range of structures with only rare use of subordinate clauses some structures are accurate but errors predominate, and punctuation is often faulty
3	<ul style="list-style-type: none"> fails to address the task, which may have been completely misunderstood presents limited ideas which may be largely irrelevant repetitive 	<ul style="list-style-type: none"> does not organise ideas logically may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas 	<ul style="list-style-type: none"> uses only a very limited range of words and expressions with very limited control of word formation and/or spelling errors may severely distort the message 	<ul style="list-style-type: none"> attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning
2	<ul style="list-style-type: none"> answers is barely related to the task 	<ul style="list-style-type: none"> has very little control of organisational features 	<ul style="list-style-type: none"> uses an extremely limited range of vocabulary, essentially no control of word formation and/or spelling 	<ul style="list-style-type: none"> cannot use sentence forms except in memorised phrases
1	<ul style="list-style-type: none"> answers is completely unrelated to the task 	<ul style="list-style-type: none"> fails to communicate any message 	<ul style="list-style-type: none"> can only use a few isolated words 	<ul style="list-style-type: none"> cannot use sentence forms at all
0	<ul style="list-style-type: none"> does not attend does not attempt the task in any way writes a totally memorised response 			

IELTS TASK 2 Writing band descriptors (public version)

Band	Task achievement	Coherence & cohesion	Lexical resource	Grammatical range and accuracy
9.	<ul style="list-style-type: none"> fully addresses all parts of the task presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas 	<ul style="list-style-type: none"> uses cohesion in such a way that it attracts no attention skilfully manages paragraphing 	<ul style="list-style-type: none"> uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips' 	<ul style="list-style-type: none"> uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8.	<ul style="list-style-type: none"> sufficiently addresses all parts of the task presents a well-developed response to the question with relevant, extended and supported ideas 	<ul style="list-style-type: none"> sequences information and ideas logically manages all aspects of cohesion well uses paragraphing sufficiently and appropriately 	<ul style="list-style-type: none"> uses a wide range of vocabulary fluently and flexibly to convey precise meanings skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation produces rare errors in spelling and/or word formation 	<ul style="list-style-type: none"> uses a wide range of structures the majority of sentences are error-free makes only very occasional errors or inappropriacies

IELTS TASK 2 Writing band descriptors (public version)

Band	Task achievement	Coherence & cohesion	Lexical resource	Grammatical range and accuracy
7.	<ul style="list-style-type: none"> addresses all parts of the task presents a clear position throughout the response presents, extends and supports main ideas, but there may be a tendency to overgeneralise and/or supporting ideas may lack focus 	<ul style="list-style-type: none"> logically organises information and ideas, there is clear progression throughout uses a range of cohesive devices appropriately although there may be some under-/over-use presents a clear central topic within each paragraph 	<ul style="list-style-type: none"> uses a sufficient range of vocabulary to allow some flexibility and precision uses less common lexical items with some awareness of style and collocation may produce occasional errors in word choice, spelling and/or word formation 	<ul style="list-style-type: none"> uses a variety of complex structures produces frequent error-free sentences has good control of grammar and punctuation but may make a few errors
6.	<ul style="list-style-type: none"> addresses all parts of the task although some parts may be more fully covered than others presents a relevant position although the conclusions may become unclear or repetitive presents relevant main ideas but some may be inadequately developed/unclear 	<ul style="list-style-type: none"> arranges information and ideas coherently and there is a clear overall progression uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical may not always use referencing clearly or appropriately uses paragraphing, but not always logically 	<ul style="list-style-type: none"> uses an adequate range of vocabulary for the task attempts to use less common vocabulary but with some inaccuracy makes some errors in spelling and/or word formation, but they do not impede communication 	<ul style="list-style-type: none"> uses a mix of simple and complex sentence forms makes some errors in grammar and punctuation but they rarely reduce communication

Task 1 - Introduction

Types of tasks

TASK -1: You will have to attempt task 1 in 20 minutes. (Academics)

You must write at least 150 words.

You may get a

1. Bar graph
2. Pie chart
3. Line graph
4. Process chart
5. Table chart
6. Layout
7. Multi /Mixed graph

Task -1 General Training exam:

TASK -1 : You will have to attempt task 1 in 20 minutes.(GT)

You must write at least 150 words.

You may get a :

1. Formal letter
2. Informal letter
3. Semi-formal letter

TASK-2 : You have to attempt task 2 in 40 minutes.(same for both Academic and General Training)

You must write at least 250 words.

You may get a

1. Discussion essay
2. Opinion - Agree or disagree essay
3. Problem and solution essay
4. Advantages and disadvantages

FIVE GOLDEN RULES/TIPS FOR IELTS WRITING TASK (ACADEMICS)

1. Always make a paragraph plan before writing: In Task 1, each paragraph should deal with one aspect of the data. In Task 2, each paragraph should contain one main idea.

2. Avoid repeating the same words too many times: Paraphrase the question and vary vocabulary as much as possible in both IELTS writing tasks.

3. In Task 1, do not attempt to explain or present reasons for the data: You should only describe what it displays.

4. In Task 2, remember that you can write about other people's ideas as well: Practice using reporting verbs and passive structures to give your writing a more academic style.

5. Mistakes are much more obvious in writing than in speaking:

You should be continuously working to improve your English grammar while preparing for IELTS.

FAQ - Tips on Paragraphing

1. Should I indent the first sentence in a paragraph for IELTS writing task 1 and task 2?

In the old days, before the days when most people used computers, it was common to leave a space at the start of each paragraph. This helped the reader to know which sentence is part of a new paragraph and which is not. Nowadays, however, we don't use this practice.

Currently, when writing by hand or typing on computers, you should leave one empty line between each paragraph rather than indenting. So, when you write your IELTS essays or your writing task-1, just start your sentences at the beginning of the line and when you have a new paragraph, skip one line. Leaving one empty line between paragraphs is the easiest way for examiners to see your paragraphs. If the examiner can't see your paragraphs, you will get a lower score because 25% of your marks (Coherence & Cohesion) relates to the use of paragraphs.

2. Can I both indent and leave a line between paragraphs?

It is not necessary. Just aim to leave one empty line and don't indent.

3. Will I lose marks if I indent my paragraphs?

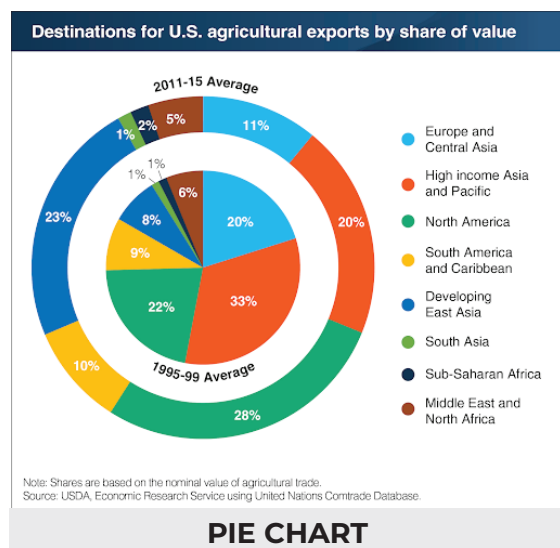
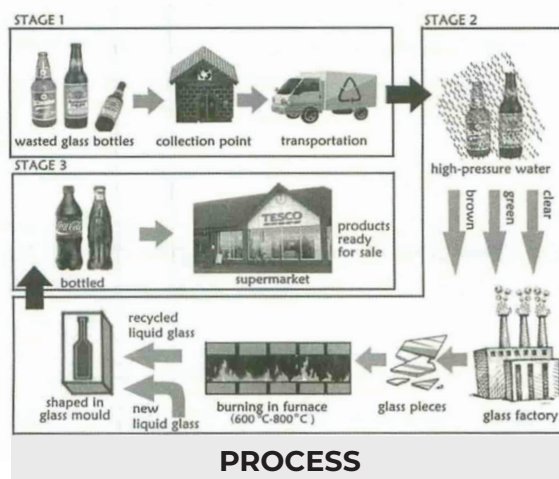
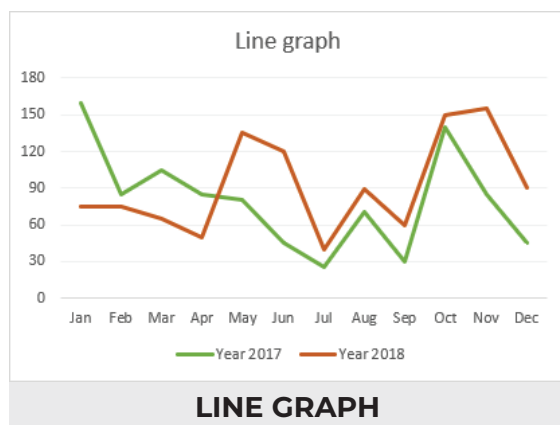
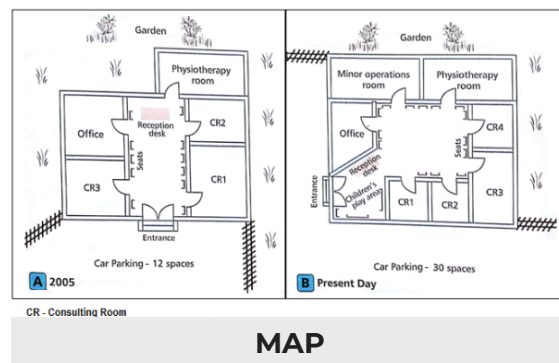
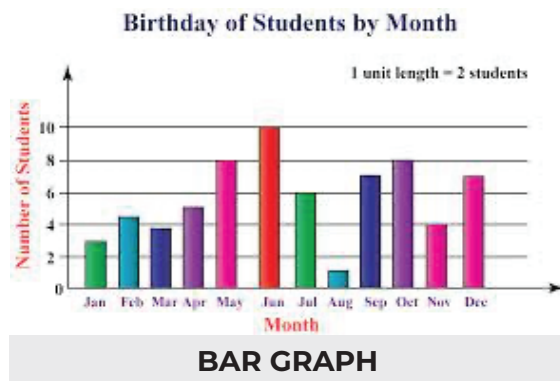
No. It's not wrong to indent but it's better to leave one empty line instead. The key is making your paragraphs very clear for the examiner and having one empty line is much clearer.

3. Do I need paragraphs?

Yes, you need paragraphs. Your score will be reduced if you don't use paragraphs.

Task 1 - Overview of types of graphs

In-class content



Time Duration and Word Count

Must write the answer in a word count of at least 150 words in -

Total Time Duration - 20 minutes

1. Planning → 2-3 minutes
2. Writing / Typing → 12-15 minutes
3. Proofreading → 1- 2 minutes

Task-1 Structure

Paragraph 1 (Introduction)

Sentence 1 - Paraphrase Question (Type of graph, criteria of comparisons, time or duration)

Paragraph 2 (Overview)

Sentence 1 - Overview of first main features, trends, make comparisons (max 2-3 sentences)

Paragraph 3 (Details of significant features)

Sentence 1 - Supporting details

Sentence 2 - Supporting details

Sentence 3 - Supporting details/comparison details, if appropriate

Paragraph 4 (Details of significant features)

Sentence 1 - Supporting details

Sentence 2 - Supporting details

Sentence 3 - Supporting details/Comparison details, if appropriate

Skills building exercise

Fill with correct verb form:

1. The graph _____ the growth in the service sector and the decline in the manufacturing sector.(Indicate)

2. The graph ____ the performance of two programs over a ten-year period.(Show)
3. _____ Overall, Liverpool was stable, whereas Leeds_____ rapidly.(Decrease)
4. This graph _____ information about the gradual growth of productivity for several firms.(Portray)
5. This graph _____ about three trends: ... , ... , and(Provide data)

Answers

1. Indicates
2. Shows
3. Decreased
4. Portrays
5. Provides data

Paraphrasing sample sentences

1. Consumer spending on five different products =

The amount of money that people spent on five items.

2. The consumption of rice and pasta in three European countries =

The amounts of rice and pasta that people in (name the countries) eat.

3. Changes in the cost of renting a home between 2009 and 2019 =

Information about residential rental prices over a 10-year period.

4. The market share percentage of four UK electricity suppliers =

The proportion of the UK electricity market served by (four names).

Key points to remember:

1. Read the question very carefully.

2. Highlight the key words in the question and on the diagram (you can write on the test paper).
3. Look for and highlight the overall trends.
4. You must write at least 150 words.
5. If you write fewer than 150 words, you will be penalized.
6. You should know before the exam roughly what 150 words looks like in your own handwriting. (Don't waste time counting them in the exam).
7. It is recommended to use a pencil instead of a pen to make error correction easier.
8. Make sure you write an overview and report the overall trends.
9. Since task-1 is report writing it is highly recommended to use passive verb tense.

Passive Structures

Examples:

Active to Passive

Active: Sales crashed to new levels.

Passive: There was a crash to new levels in sales.

Active: The sales rose quickly.

Passive: There was a quick rise in sales.

Active: Output decreased incredibly.

Passive: There was an incredible decrease in output.

Structuring the answer

First paragraph: Introduction

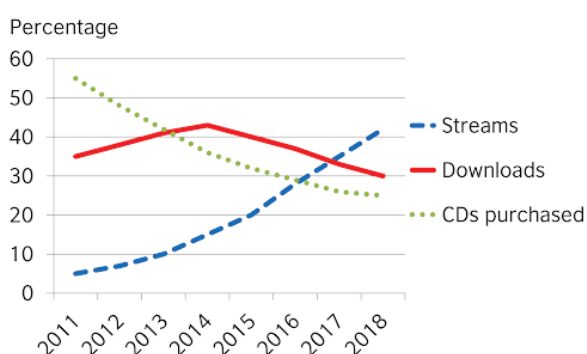
1. Key Technique: Be Direct.
2. When writing an introduction to Task 1, get straight to the point as you only have 20 minutes to write your answer. One or two sentences are often sufficient.

3. Two things you should try to include in the introduction are:
Paraphrase of the Question. DO NOT COPY THE QUESTION
What does the diagram show? (Don't describe the results yet!)
4. General description: Are the differences great or small, many or few? Is there one very obvious trend or feature that stands out?
5. Hint: Many people make the mistake of continuing with all the details. Stop here and begin your first body paragraph.

Line Graph

Sample Introduction

Percentage of total music sales by method



The graph illustrates various trends in the buying habits concerning music which is measured in percentage between the years 2011 and 2018. It presents three different methods (streaming, downloading and buying CDs)

Lexical Resource - Introduction

1. Gives information about/on

2. Provides information about/on

3. Shows

4. Illustrates

5. Represents

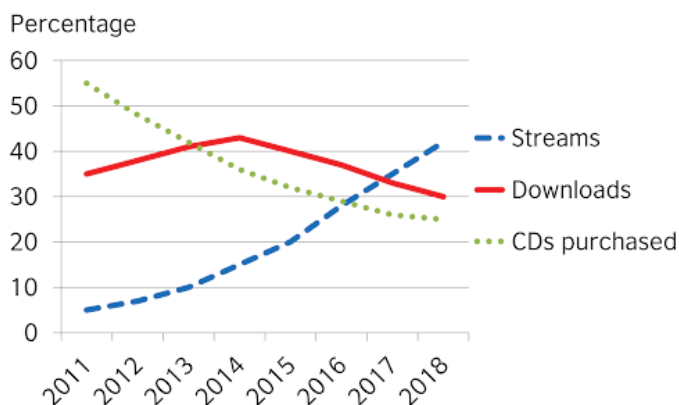
6. Depicts

7. compares (only if several items are compared)

Lexical Resource - Overview

UPWARD TREND	DOWNWARD TREND	MORE...	TIME EXPRESSIONS + VERB	ADVERBS
<ol style="list-style-type: none"> 1. Grow/ a growth 2. Rise/ a rise 3. Climb/ a climb 4. Increase/ an increase 	<ol style="list-style-type: none"> 1. Decrease A decrease 2. Drop/ A drop 3. Fall/ A fall 4. Decline/ A decline 	<ol style="list-style-type: none"> 1. Fluctuation 2. Dip 3. Remain steady 4. Remain stable 5. Remain unstable 6. Level off 7. Reach a peak of 	<ol style="list-style-type: none"> 1. Over the next five years 2. Over the period 3. The next 10 years show 4. In the following 4 years 5. The beginning of the period 6. The end of the period 7. The first year 8. The last/ final year 	<ol style="list-style-type: none"> 1. Steadily 2. Gradually 3. Sharply 4. Steeply 5. Rapidly 6. Dramatically 7. Significantly 8. Considerably

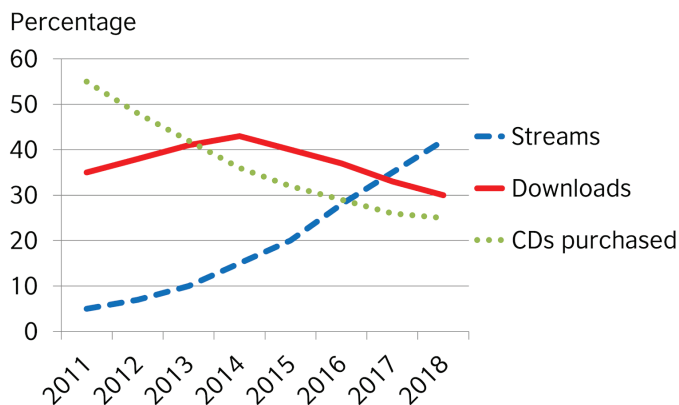
Percentage of total music sales by method



Sample paragraph -overview

Overall, both downloads and physical sales of music **had steadily declined**. The latter depicts **a falling trend** after 2011, while the downturn for the former began in 2014. However, there **has been a sharp rise/upsurge** in people streaming music since 2013.

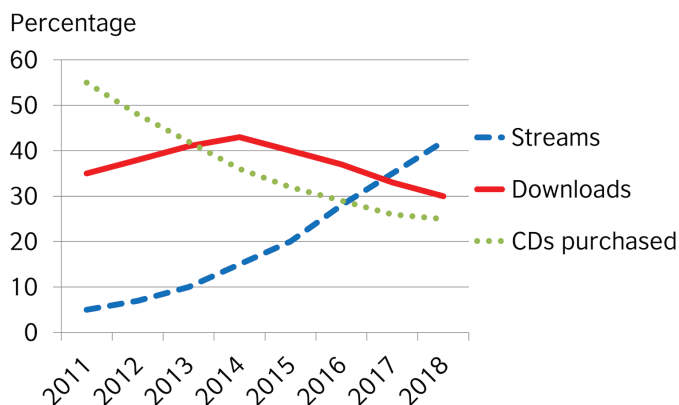
Percentage of total music sales by method



Body paragraph-1

In 2011, the majority of music sales were of CDs, at 55% of all sales. In contrast, streaming was not common at all at only 5%. Also, although people had started to download music, it only represented 35% of sales. As sales of CDs began to fall, downloads started to rise. They rose steadily and downloads overtook physical sales in mid-2013. During the same period, streaming doubled to 10% but then it started to grow more dramatically.

Percentage of total music sales by method



Body paragraph-2

Downloads peaked in 2014 at about 43% of sales but fell to 30% by 2018. This was slightly higher than physical sales, which shrank to 25%. Streaming, on the other hand, overtook both of them and accounted for just over 40% of sales in 2018.

Source: <https://learnenglish.britishcouncil.org/>, *The graph below shows how people buy music*

Activity Time:

Read the following sample answer. Fill in the gaps with the words in the box.

By Contrast
Maximum
Indicates

Whereas
However
Lowest

Except
Largest
Compares

Higher
Among
Overall

The bar chart _____ how consumers in the United States, Canada, the United Kingdom, and Japan allocated different shares of total spending to categories such as food, housing, and transportation in 2009.

_____, the data _____ that housing and health care shares of total expenditures were _____ in the United States than in Canada, the United Kingdom, and Japan in 2009, _____ Americans had the lowest clothing share. Canada had the highest clothing and transportation shares, and Japan had the highest food share, _____ the countries compared.

It can be seen that the United States had the _____ housing expenditure share, 26% of total expenditures in 2009. The United Kingdom and Japan followed, with 24% and 22%, respectively. Canada had the _____ housing share at 21%. Housing was the _____ expenditure component in all countries _____ Japan.

_____, Canada had the largest transportation share of all four countries at 20%. The Americans and the British invested in the next-highest transportation shares, 17% and 15%, respectively. Japanese invested the lowest, at 10%. _____, in Japan, consumers spent 23% of their total expenditures on food in 2009. The United Kingdom had the second-highest share at 20%. Canada, with 15%, and the United States, with 14% had the lowest food expenditure shares among the countries studied.

Answers: compares, Overall, indicates, higher, whereas, among, maximum, lowest, largest, except, by contrast, however

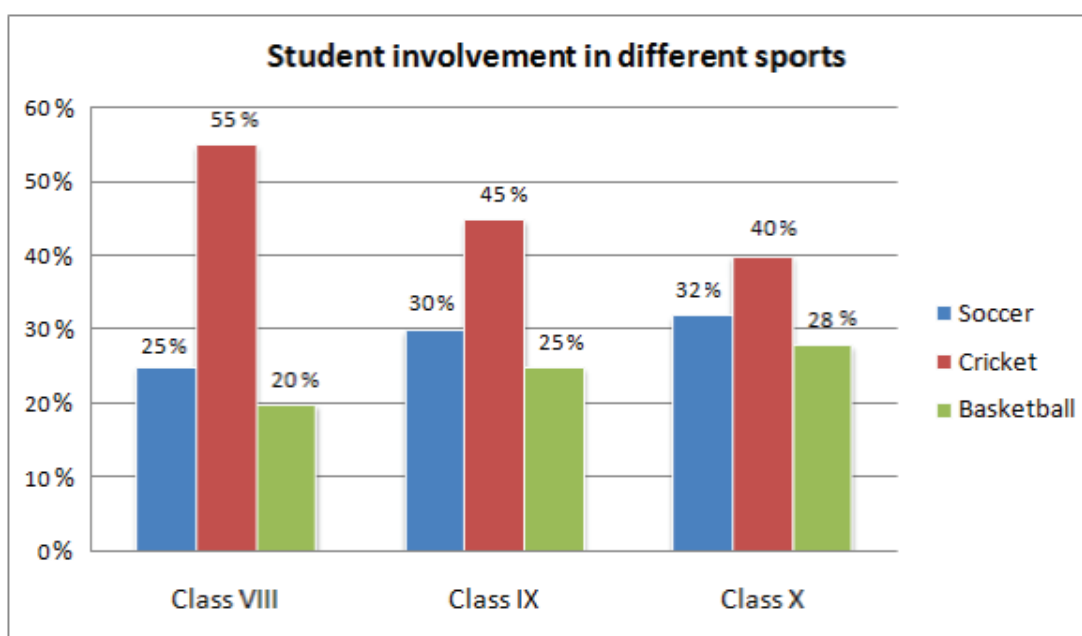
Bar Graph

In-class Content

Q. The graph below shows the student involvement in three sports in a school based on which grades they are studying in.

Summarize the information by selecting and reporting the main features and make comparisons where relevant.

Write at least 150 words.



Sample Answer

(Note : Look for Vocabulary and Paraphrasing)

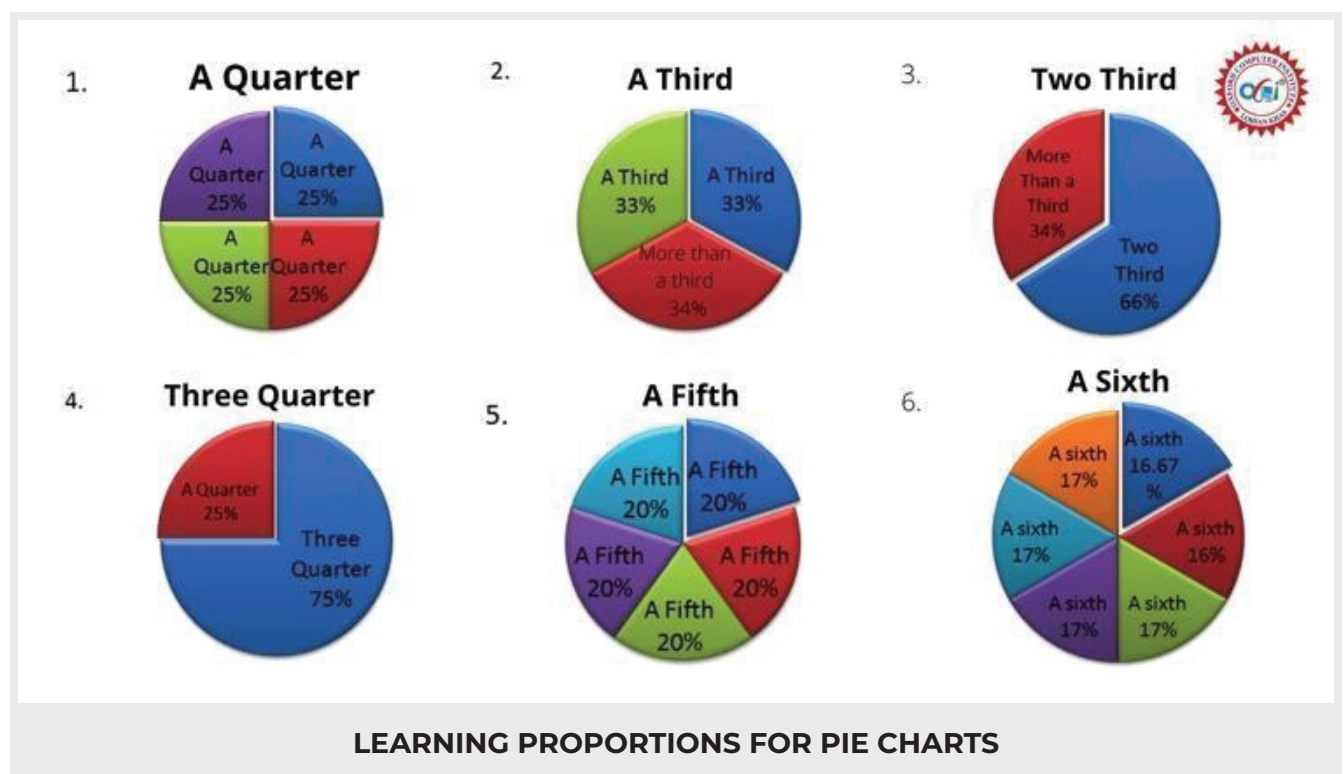
Introduction: The graph presents the engagement of grades 8, 9 and 10 students in three different outdoor games namely: cricket, soccer and basketball. The unit is measured in percentage.

Overview: Overall, it is evident that most of the students prefer to play cricket regardless of what grade they are in as compared to soccer and basketball.

Body -1 : The trend presented in the graph depicts that more than half of the grade IX students prefer cricket while the other graders have marginally lesser interests in joining this sport with 45% and 40% cricket players respectively. However, it is quite obvious that the participants from these grades mainly play cricket.

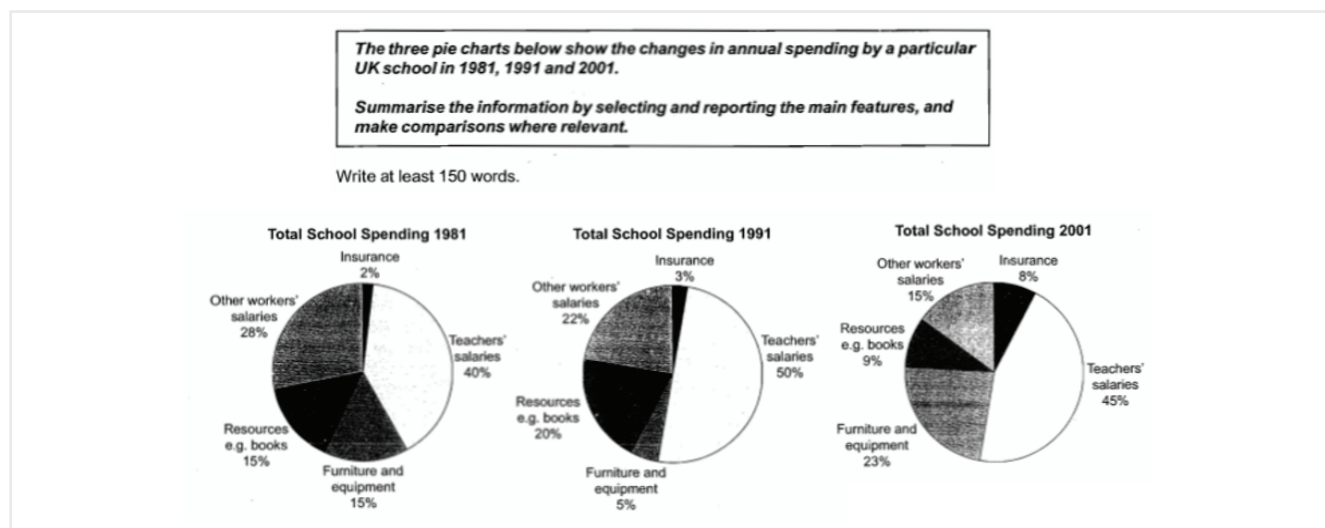
Body -2 : On the other hand, football comes at the second choice as an outdoor sport among these pupils. At least a quarter of grade VIII students joined in to play football while roughly one-third of ninth graders are involved in playing this sport. Furthermore, more than 30% of students in grade ten participate in football. Lastly, basketball is one of the least preferred sports by the students of these classes having less than a third of the students interested in playing it. The students across the grades display a dynamic predisposition for the sports.

Source: <https://www.ielts-mentor.com/>, *Student involvement in different sports*



Smart Vocabulary	Words of Approximation
<ol style="list-style-type: none"> 1. Highlights/ Depicts/ Illustrates 2. It is cited/ attributed in the pie chart 3. It is considered/ regarded 4. A number of / Various 5. Poor performance 6. Outcome/ results 7. Affects(V) 8. Effects(N) 9. There is dearth of / Scarcity/ Scarce/ Inadequate 10. A small number/ amount of 11. A significant proportion of .. 12. A significant percentage of... 13. A very large majority of... 	<ol style="list-style-type: none"> 1. Around 2. Approximately 3. Precisely/ exactly 4. Close to 5. Slightly 6. Just under 7. Slightly below / above 8. Well Under <p>(TIP- Choose words wisely instead of repeating).</p>

Pie Chart



Sample Answer

Introduction: The pie-charts illustrate alterations made in the yearly expenditure of a school in the United Kingdom from the year 1981 to 2001.

Overview: Overall, during the course of three decades from 1981, the school spends most on the salaries of the teaching staff whereas lowest on the insurance. Although there has been growth in the expense of infrastructure like furniture and equipment, the gradual decrease in the expenditure especially in the payment of other working staff is also being observed during this tenure.

BODY-1: With regards to the period between 1981 to 1991, there is a 10% decrease in furniture and equipment, an equal proportion of rise has been observed in the salaries of the teachers. We observe a percent increase in the funds spent on insurance and 5% on resources like books but a 6% decline in the other staff salaries.

BODY-2: The spending on furniture and equipment and resources such as books were the same in 1981, which was 15% of the total amount. Whereas in 1991, more money was spent on resources than furniture and equipment, 20% and 5% respectively, but the reverse is true for the year 2001. 23% of the spending was for the purpose of buying furniture and equipment and only 9% of the amount for the resources like books. Starting from the year 1981 to 2001, the amount spent on insurance increased steadily.

Words - 228

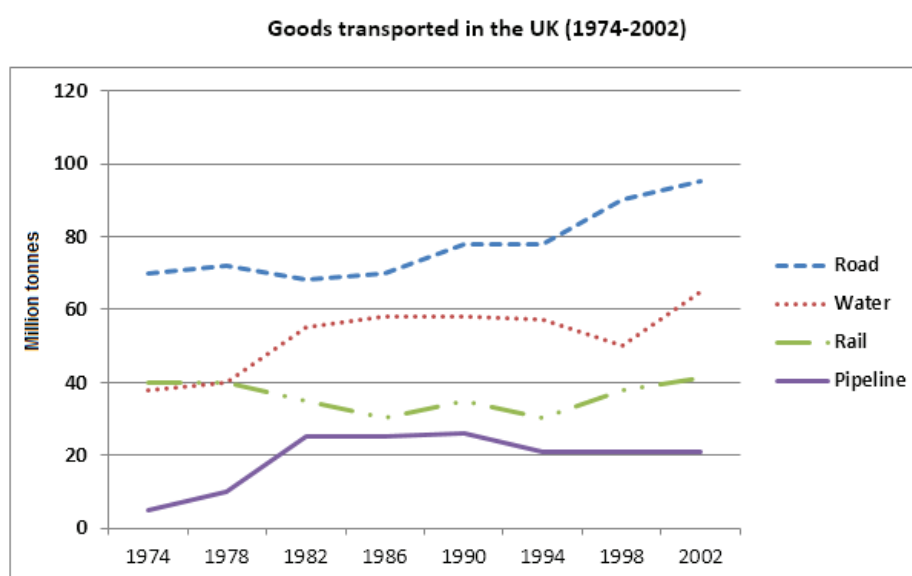
Practice Exercises

(Note : Below given sample answers will aid you to get insights of band score based on your input for the respective question. All the samples are of varying band levels.)

Sample Answer - 1

BAND - 7.5

QUESTION: The graph below shows the quantities of goods transported in the UK between 1974 and 2002 by four different modes of transport. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



The provided line graph illustrates the amounts of commodities commuted in England by four distinct mediums of transport between 1974 and 2002, a period of 28 years. Over the given years, the quantities of goods moved by road, water and pipeline increased while rail remained constant.

Overall, roadways remained the most popular medium of transiting goods in the UK while water and pipelines became increasingly used.

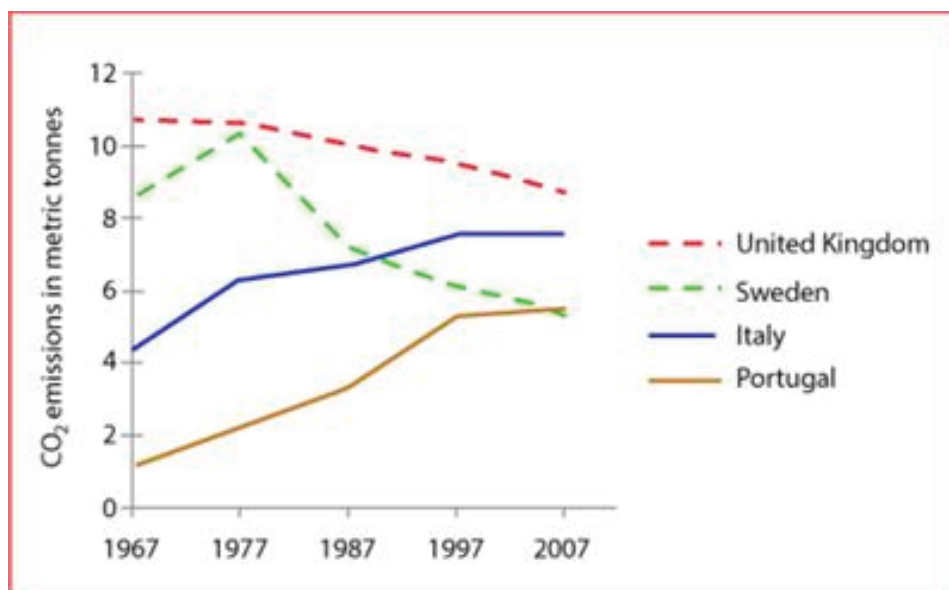
A glance at the graph reveals that the largest ratio of material transported both in 1974 and 2002 was by road (70 million tonnes and 98 million tonnes respectively) while the lowest both in 1974 and 2002 was by pipeline (around 5 million tonnes and 22 million tonnes orderly). The proportion of goods transported by water remained stable from 1974 to 1978, where it showed an exponential growth, rising to almost 60 million tonnes after which it plateaued for about 20 years before starting to rise gradually again.

The quantity of goods transported by rail remained almost the same at 40 million tonnes in 1974 and 2002, with decreases in amount in between the years. It is interesting to note that almost all modes showed a decline in 1994 except for the pipelines which actually peaked in that year.

Source: Cambridge Book 8

Sample Answer - 2

The Graph shows average carbon dioxide (CO₂) emissions per person in the United Kingdom, Sweden, Italy and Portugal between 1967 and 2007. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



BAND - 7.5

The given chart illustrates how the amount of CO₂ discharged by individuals in 4 separate countries differed in a 40-year period from 1967 to 2007. All the statistics are given in metric tonnes.

It can be clearly noted that all the figures underwent dramatic changes and after 40 years, the rankings of these 4 nations were not the same as the original.

Starting at nearly 2 metric tonnes at the beginning of the process, Portugal's CO₂ emissions per person witnessed a substantial rise to over 2 and approximately 4 tonnes in 1987. Quite similarly, in Italy, each citizen released more CO₂ into the atmosphere as time passed when the figure increased by 2 metric tonnes after 10 years. In contrast, while Britain had their levels reduced gradually to precisely 10 tonnes in that same period, Sweden's figure had soared to over 10 tonnes before experiencing a remarkable fall by almost 3 tonnes in 1987. From 1987 on, this trend continued and therefore resulted in the variation of positions. Even though CO₂ emissions kept on falling slowly and steadily by nearly 1 ton per 10 years in Britain, the country still ranked the first with over 8 tonnes of emissions.

Both Italy and Portugal had a regular increase and both reached their peak in 2007 with nearly 8 tonnes and 6 tonnes, respectively. Meanwhile, this in Sweden plummeted to a bottom of 5 tonnes, which is exactly the same as Portugal.

Source: Cambridge Book 11

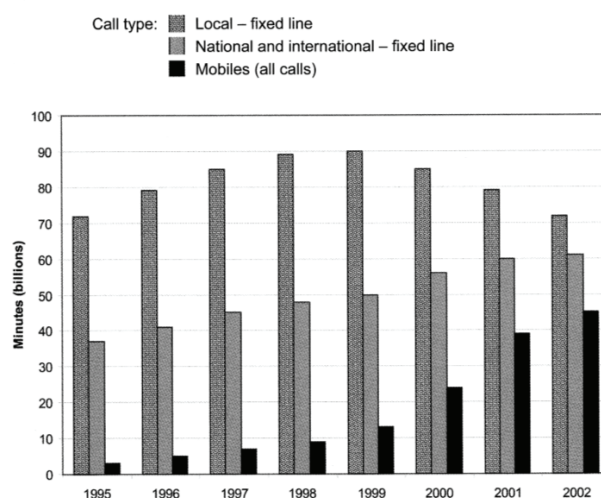
Sample Answer - 1

(Note : Below given sample answers will aid you to get insights of band score based on your input for the respective question. All the samples are of varying band levels.)

The chart below shows the total number of minutes (in billions) of telephone calls in the UK, divided into three categories, from 1995-2002. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 100 words.

UK telephone calls, by category, 1995–2002



BAND - 8

The bar graph delineates the time spent in billion minutes by UK citizens on telephone calls, classified in three different call types that is Local, National and international, and Mobile (all calls) between 1995 and 2002.

Overall, the minutes spent talking via both national and international -fixed lines and mobiles witnessed an upward trend during the seven-year period. Simultaneously, local calls were the most popular category over the whole period.

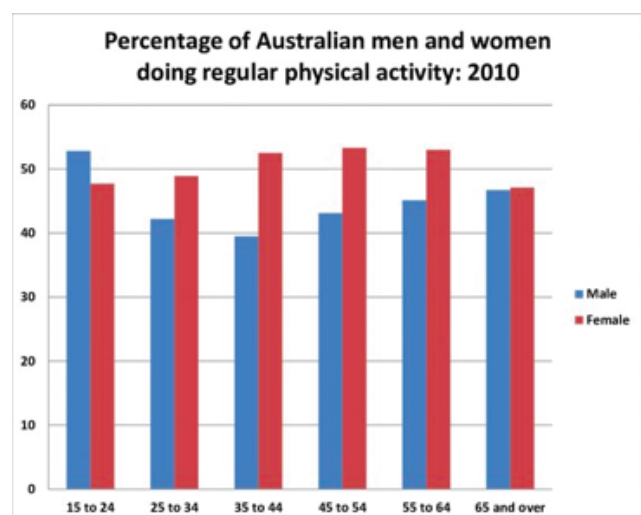
Particularly, in 1995, the British talked for more than 70 billion minutes through local – fixed lines. This figure saw an upward trend until 1999, reaching 90 billion minutes and then declined until 2002, ending at the same number of minutes as in 1995.

By contrast, minutes spent by people talking over national and international – fixed lines started from just under 40 billion and increased to just above 60 billion minutes, in 2002. The same pattern was followed by the calls made by mobiles, in 1995 the figure accounted for almost 5 billion minutes, and rose to 45 billion minutes, significantly being at the bottom during all the years

Source: Cambridge Book 9

Sample Answer - 2

The bar chart below shows the percentage of Australian men and women in different age groups who did regular physical activity in 2010.



BAND - 6.5

The distribution of Australian citizens in different age groups who were engaged in regular physical activity in 2010 is depicted in the given bar diagram.

Overall, the proportion of Australian women who did regular exercise was higher than their male counterparts, except in the case of the youngest age group.

It is clear from the chart that more than half of the Australian women between 35 and 64 were involved in some kind of physical activity, and this was the highest in the 45 to 54 age group (53.3%). Men in these three age groups (35 to 44, 45 to 54 and 55 to 64) were less-interested in performing physical activities, but the rate of those who were involved was seen to increase in the older age groups (from 39.5 to 45.1%).

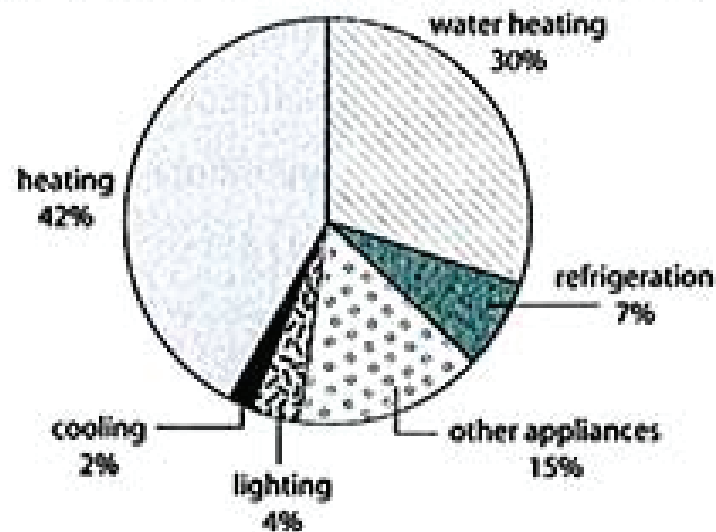
However, this proportion is seen almost levelled in case of those who were over 65 (almost 47%). The proportional disparity between the two genders was approximately 6.5% in the age group 25 to 34. The only exception was reported in case of the youngest age group (15 to 24), in which the male proportion (52.8) stood higher than the females' (47.7%).

Source: Cambridge Book 12

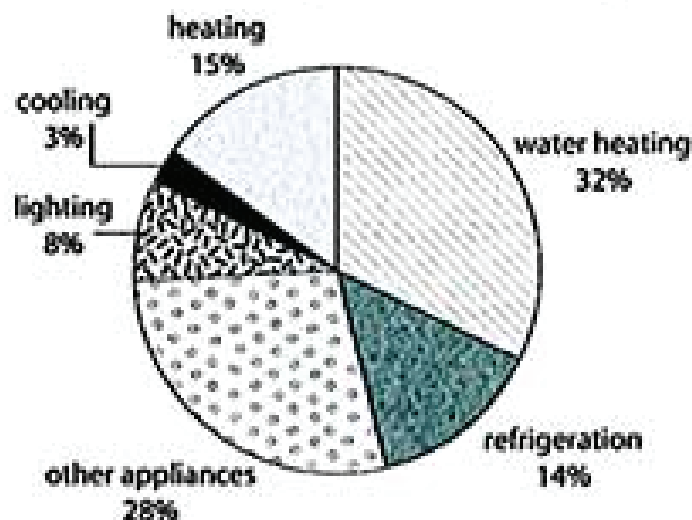
Sample Answer - 1

The first chart below shows how energy is used in an average Australian household. The second chart shows the greenhouse gas emissions which result from this energy use. Summarise this information by selecting and reporting the main features, and make comparisons where relevant.

Australian household energy use



Australian household greenhouse gas emissions



BAND - 7

The first chart shows the amount of energy consumed by various activities in an Australian household whereas the second chart shows the greenhouse gas emissions resulting from this consumpt

Overall, it can be seen, the rate of Australian household energy used and greenhouse gas emission has no correlation in between.

An average Australian household uses the highest amount of energy (42%) for heating while water heating consumes 30% of energy. Refrigeration, lighting and cooling consume 7%, 4% and 2% of energy respectively. Thus cooling consumes the least amount of energy. Other appliances consume 15% of energy.

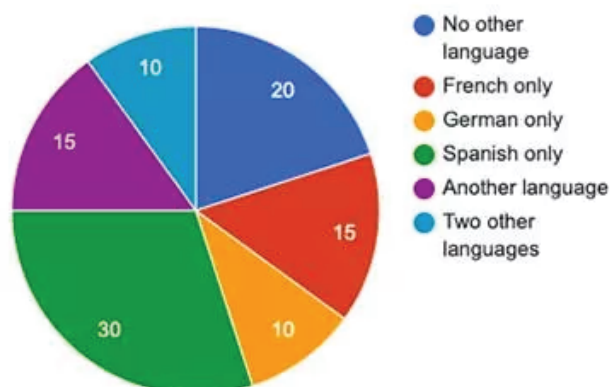
Energy consumption leads to emission of greenhouse gas. According to the second chart, refrigeration and lighting emit 14% and 8% of greenhouse gas although they consume only 7% and 4% of energy. Water heating accounts for 32% of the total greenhouse gas emissions whereas heating accounts for 15% of the emissions. While other appliances used only 15% of the energy they produced 28% of the total greenhouse gas emissions. Thus, greenhouse gas emissions caused by heating are considerably lower than that caused by refrigeration and lighting.

Source: Cambridge Book 10

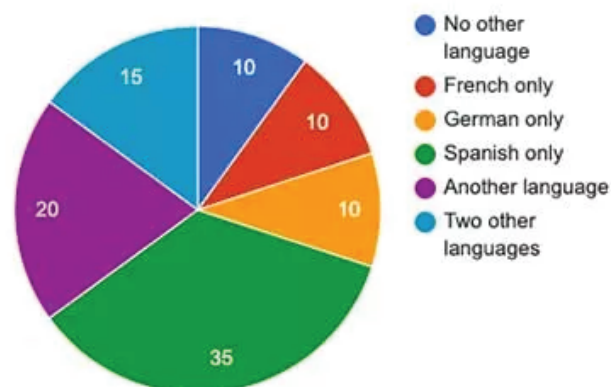
Sample Answer - 2

The charts below show the proportions of British students at one university in England who were able to speak other languages in addition to English, in 2000 and 2010.

% of British Students able to speak languages other than English, 2000



% of British Students able to speak languages other than English, 2010



BAND - 7

The pie charts display the percentages of British students from one English university who were able to speak languages other than English in 2000 and 2010.

Overall, the proportion of students who were able to speak other languages went up in 2010, with Spanish being the most commonly spoken one in both years.

Those who only spoke Spanish accounted for the greatest proportions of students in both 2000 and 2010, at 30 and 35 percent respectively. With an increase to 20 and 15 percent, those who spoke another language and those who spoke two other languages became the second and third largest groups in 2010.

The proportion of those who spoke no other languages, in comparison, dropped by half to only 10 percent. Of those who were able to speak other languages, French-only speakers were the only group whose proportion experienced a decline from 15 to 10 percent, while the proportion of German-only speakers stayed at 10 percent.

Source: Cambridge Book 11

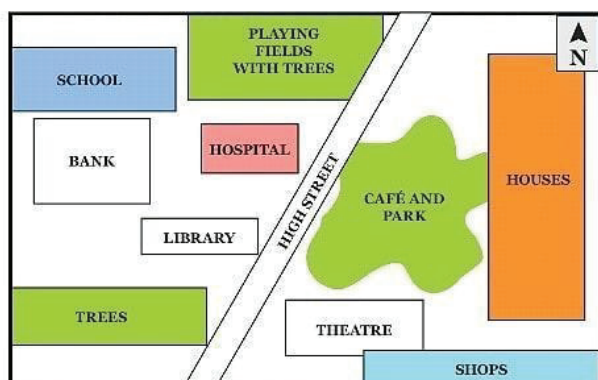
MAPS

In-class Content

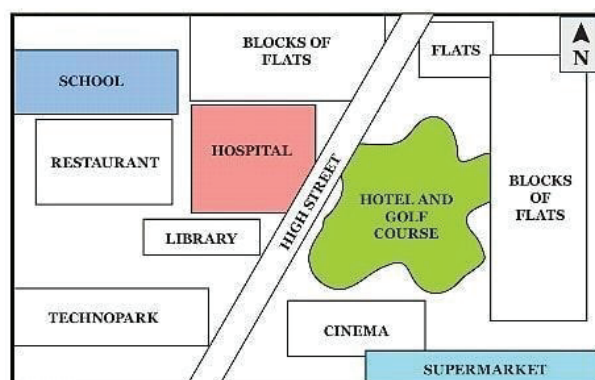
Introduction

The language that we use to describe graphs like bar charts, tables, line graphs, would not be used to describe maps. We need to use different languages to describe maps.

Frenton 1990

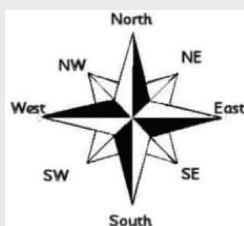


Frenton 2012



Language Of Directions

1. Vocabulary For Describing Locations



2. To the north of / south of
3. North east of / to the north east of
4. North west of / to the north west of
5. South east of / to the south east of
6. South west of / to the south west of
7. In the west / east / north / south
8. On the south side of
9. Northern / Southern

Language Of Location

1. Be located/situated in
2. Opposite
3. Next to
4. Along
5. Across from
6. Near
7. First / second turning
8. On the left
9. Straight ahead

Vocabulary to describe changes:			
Expanding	Removing	Additions	Change into something
<ul style="list-style-type: none"> • Enlarged • Expanded • Extended • Made bigger • Developed 	<ul style="list-style-type: none"> • Demolished • Knocked down • Pulled down • Removed • Torn down • Cut down (trees) 	<ul style="list-style-type: none"> • Constructed • Built • Erected • Introduced • Added • Planted (forests, trees) • Opened up (facilities) 	<ul style="list-style-type: none"> • Converted • Redeveloped • Replaced • Made into • Modernised • Renovated

Structure of Writing Task 1 - Maps

Divide your 150 words into sentences.

Paragraph 1 - INTRODUCTION

1 - 2 Sentences (Give introduction of Graph and other details)

Paragraph 2 - OVERVIEW

Add the information like a narrator (1 sentence only)

Start the sentence with the connector 'overview' mandatorily.

Paragraph - 3 BODY PARAGRAPH-1

Mention 3 to 4 sentences describing the changes or describe the first map.

Paragraph 4 - BODY PARAGRAPH-2

Write 3 to 4 sentences extending the information on changes or describe the second map.

Note: 1. Ensure the usage of correct tense.

2. Write at least 150 words in total.

Time Duration and Word Count

You must write at least 150 words or a maximum of 165 words in the total time duration of 20 minutes:

1. Planning → 2 - 3 minutes
2. Writing / Typing → 12 - 15 minutes
3. Proofreading → 1 - 2 minutes

Sample Lexical Resource

1. There was **considerable development** of the settlement over these years and it was **gradually transformed** from a small rural village into a largely residential area.
2. Over the period, the area **witnessed dramatic changes.**
3. From 1995 to 2005, the city center **saw spectacular developments.**
4. The village **changed considerably** over the time period.
5. During the 10 year period, the industrial area was **totally transformed.**
6. Over the past 20 years, the residential area was **totally/ completely reconstructed.**
7. Over the time period, the old docks were **totally redeveloped.**
8. Between 1995 and 2005, the old houses were **rebuilt.**
9. The central business district was **completely modernized** during the time period.

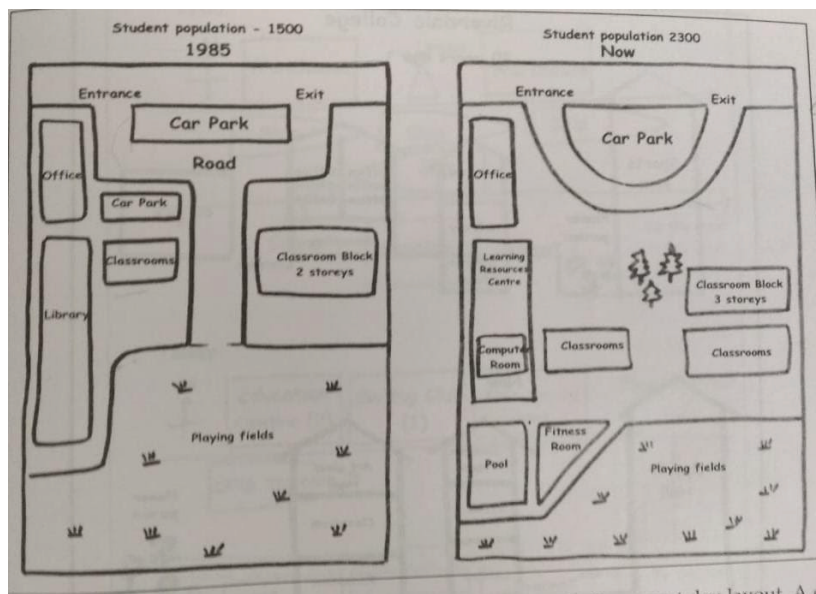
More sample sentences:

1. The forest to the south of the river was cut down.
2. A golf course was constructed to the north of the airport.
3. The houses in the south-west of the town were demolished.
4. The green fields to the north-west of the city were redeveloped as a park.
5. The airport in the center of the city was relocated to the north-east of the river.
6. The school to the south-east was knocked down and a new one built to the east of the forest.
7. To the south of the town, there is a golf course surrounded by trees.
8. A new school was built next to the swimming pool.
9. The old road running from north to south was replaced by a new motorway.
10. A marina was built on the banks of the river.

Sample Answer

The diagram below shows the map of a school in 1985 and the changes that have taken place till the present time.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.



Introduction: The maps depict considerable transformation of a school campus from 1985 to the present times.

Overview: Overall, during this period, the old school has been gradually modernized and many new infrastructures were added to it. From 1985 to present, the student population has drastically increased from 1500 to 2300.

Body-1: The major observation is in the car parking area. The one to the west has been demolished and the classrooms are moved a little towards the south. Besides, the road leading towards the playing fields has been removed (demolished) and curtailed along the parking area. It can be observed that many new trees have been planted in the centre where there used to be the road. In the western region of the school campus, no changes have been made in the office building. However, the library has been remodelled into a learning resource centre and a computer room added to it.

Body-2: The school has further been equipped with a pool and a fitness room, to the west of the playing field. To incorporate these facilities the playing field has been curtailed in size. The expanded classroom blocks in the east can accommodate the increased student population. In addition to this, there is another classroom block erected to the south of the existing block. Many significant changes have modernised/ transformed the school campus.

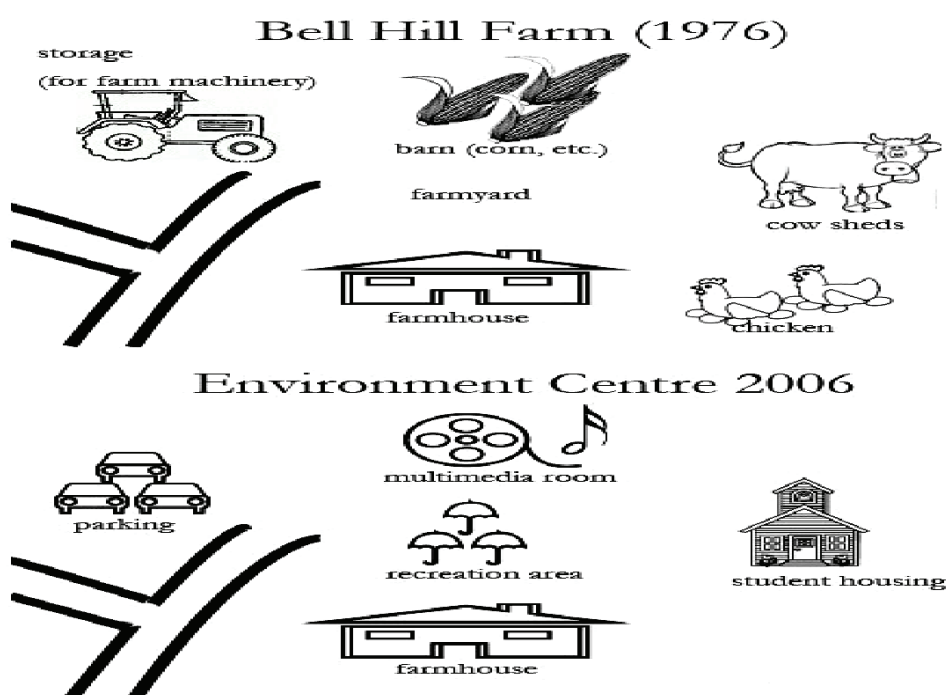
Source: 6th Jan 2018 IELTS Test

Practice Exercises

Sample Answer - 1

(Note : Below given sample answers will aid you to get insights of band score based on your input for the respective question. All the samples are of varying band levels.)

The picture below shows Bell Hill farm in 1976 and the changes that took place in 2006. Summarize the information by selecting and reporting the main features and make comparisons where relevant.



BAND - 6.5

The given map shows the Bell Hill farm in 1976 and the changes that took place over a period of thirty years. The farm has undergone some significant changes.

Overall, it is witnessed that the Bell Hill farm of 1976 underwent a complete transformation and became an Environmental Centre in the year 2006, over a period of three decades.

In 1976, there was a farmyard in the centre, which was replaced by a recreational area by 2006. The barn in which corn etc. was stored in 1976 was replaced by a multimedia room in 2006. The storage for farm machinery on the northwest was converted into a car parking area.

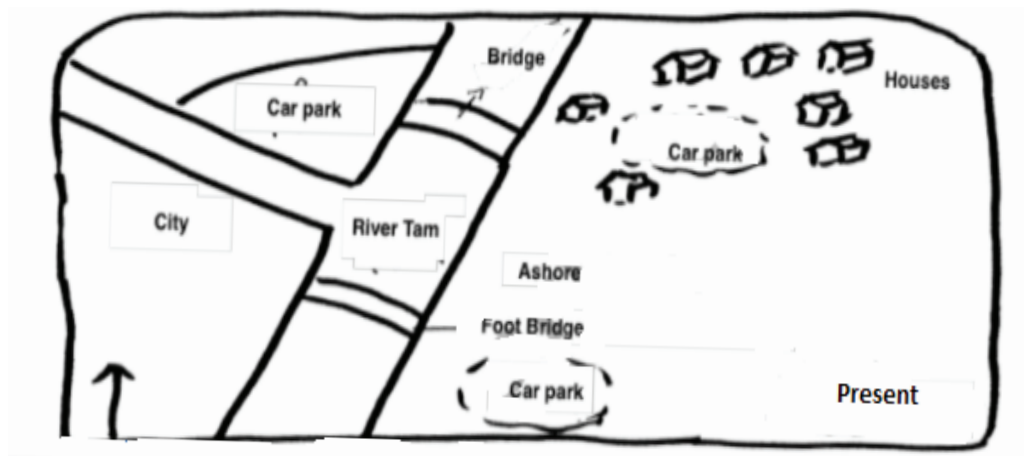
The farmhouse on the south side was not changed at all. The cow-sheds and poultry area on the east were converted into student housing. The roads on the west were also not altered and remained the same as they were in 1976.

Source: Makkar Writing Book

Sample Answer - 2

The plans below show the changes of the particular area of 1965 and the plans also give a description of the proposed changes for the year 2025. Summarize information by selecting and reporting the main features and make comparisons where relevant.





BAND - 7

The two given pictures represent the layout of an area in a city in 1965 and 2015 and also display some changes planned for 2025. It can be seen that the area around the river has been developed a lot over the given period and the development is expected to continue in the coming years.

Overall, the area has seen a lot of development over the past years and more changes are proposed for the future.

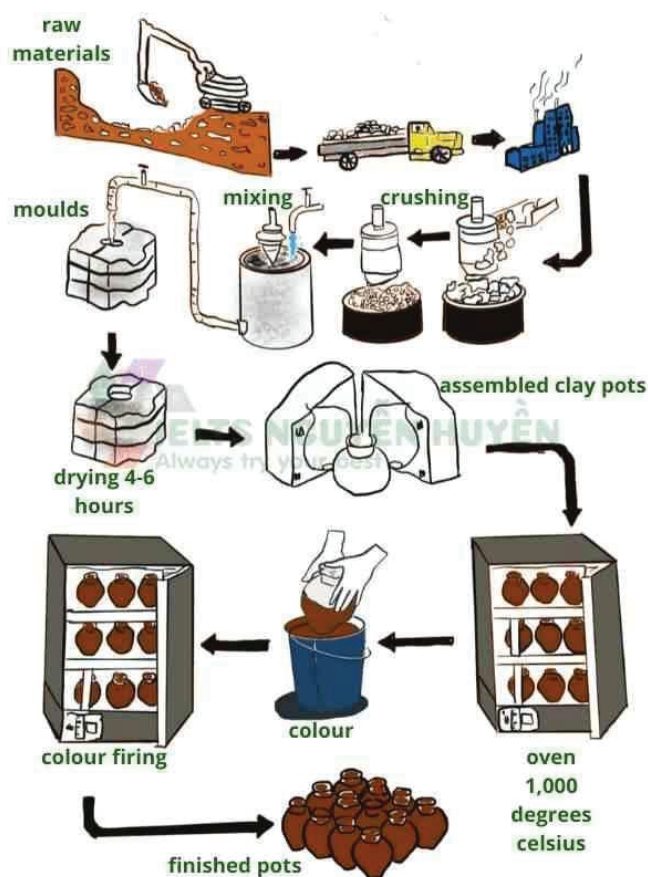
In 1965, there was a Tam River flowing from north to south, with a branch flowing from the west to the east. Between this branch and the main river, in the northwest, some trees were there, whereas in the southwest, a city was there. A few houses were there in the northeast, whereas the southeast area was totally barren.

Now a car park has replaced the trees on the northwest, and the number of houses have increased on the northeast. One bridge has been made on the river towards the north of the tributary and one footbridge has been made towards the south of the tributary. Two car parks, one amidst the houses, and the other on the south west of the river, have been projected for 2025.

Source: Makkar Writing Book

Process Chart

In-class Content



Introduction:

An IELTS process diagram question can contain a wide variety of graphics. It could be a natural process such as the water cycle, a manufacturing process or a diagram of a system.

Steps to write a high-scoring process diagram task:

1. Analyze the question
2. Identify the main features
3. Write an introduction
4. Write an overview
5. Write the details paragraphs

Process Vocabulary

The first step in learning to write about a process diagram is to see where the process starts and ends. This is important information as it will help structure your writing.

Start at the beginning and carry on until you get to the end.

Some of the most useful vocabulary for describing a process is the language of sequencing.

This means that you need to find appropriate language to present the right sequence.

The key here is variation.

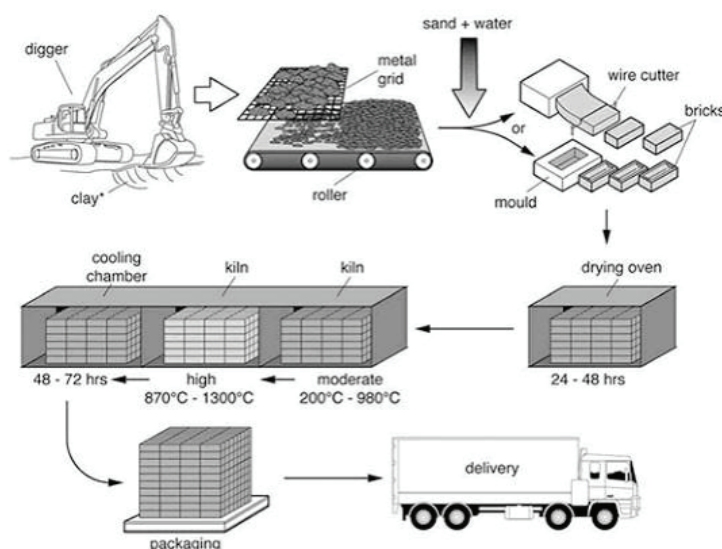
TIP: Using “and then” repetitively will penalize you on the lexical part. Therefore, avoid over-using it.

Here are some alternatives –

- The first
- The second
- The next
- A further
- Eventually
- This step involves
- After this stage is complete
- At the same time / Meanwhile
- Finally

Sample Answer

The picture given shows the manufacturing process of bricks. Summarize the information by selecting and reporting the main features and make comparisons where relevant.



Introduction: The diagram illustrates the step-by-step process involved in the manufacturing of bricks using machinery.

Overview: Overall, the process requires seven consecutive steps for the production of bricks. Raw materials required for brick manufacturing are clay, sand and water, which are then processed through several machines at different stages to make the bricks ready to deliver.

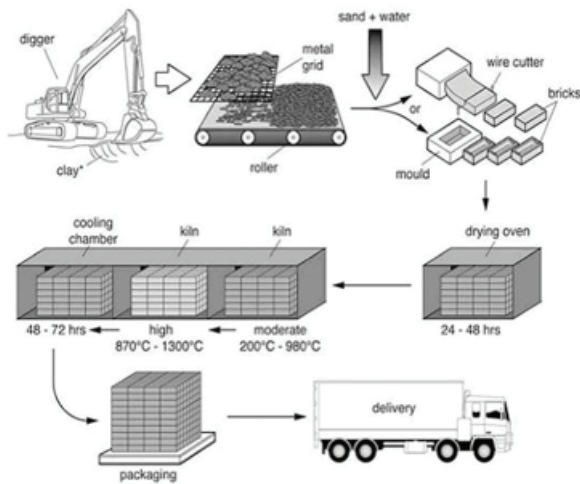
BODY-1: At first stage, the clay used for making the bricks is excavated from the earth using a large digging machine. This clay has to undergo a refining process through a metal grid; during this stage the lumps of clay are refined to finer clay particles for the next step. In the following stage, sand and water are added to the clay in order to make it sturdy and mouldable into proper shape. The consecutive step is moulding, which can be executed through two different steps, either by putting it into a machine with a wire cutter or through putting the raw material into a pre-shaped mould. The resulting moulded blocks of bricks are fragile and moist; hence, they must be dried before sending them for baking. It takes around 1-2 days to evaporate the moisture.

BODY-2: Once the raw blocks are dried they are placed in the kiln, firstly at a moderate temperature of 200 – 900 degree C, later to 1300 degree C maximum. As the resulting product is now unprocessable, it is allowed to cool into a cooling chamber for approximately 2-3 days. Finally, the finished product is packaged and sent to the traders for the building purpose.

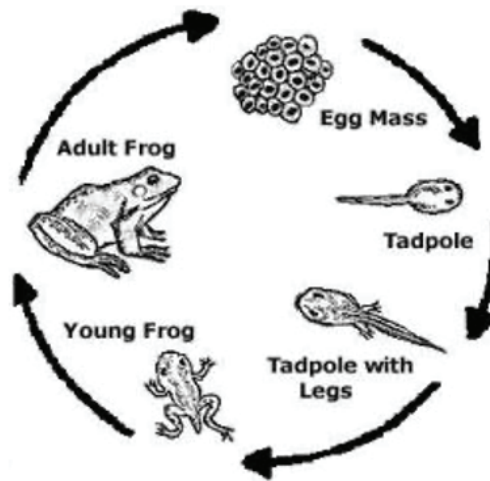
Words - 158

Source: <https://www.ielts-mentor.com/>, *Brick Manufacturing*

Types Of Processes



LINEAR DIAGRAM



CYCLIC DIAGRAM

A **linear** process starts and finishes at different places. It will often involve the manufacture or creation of something, starting with the raw materials going in at one end and the finished product coming out the other end.

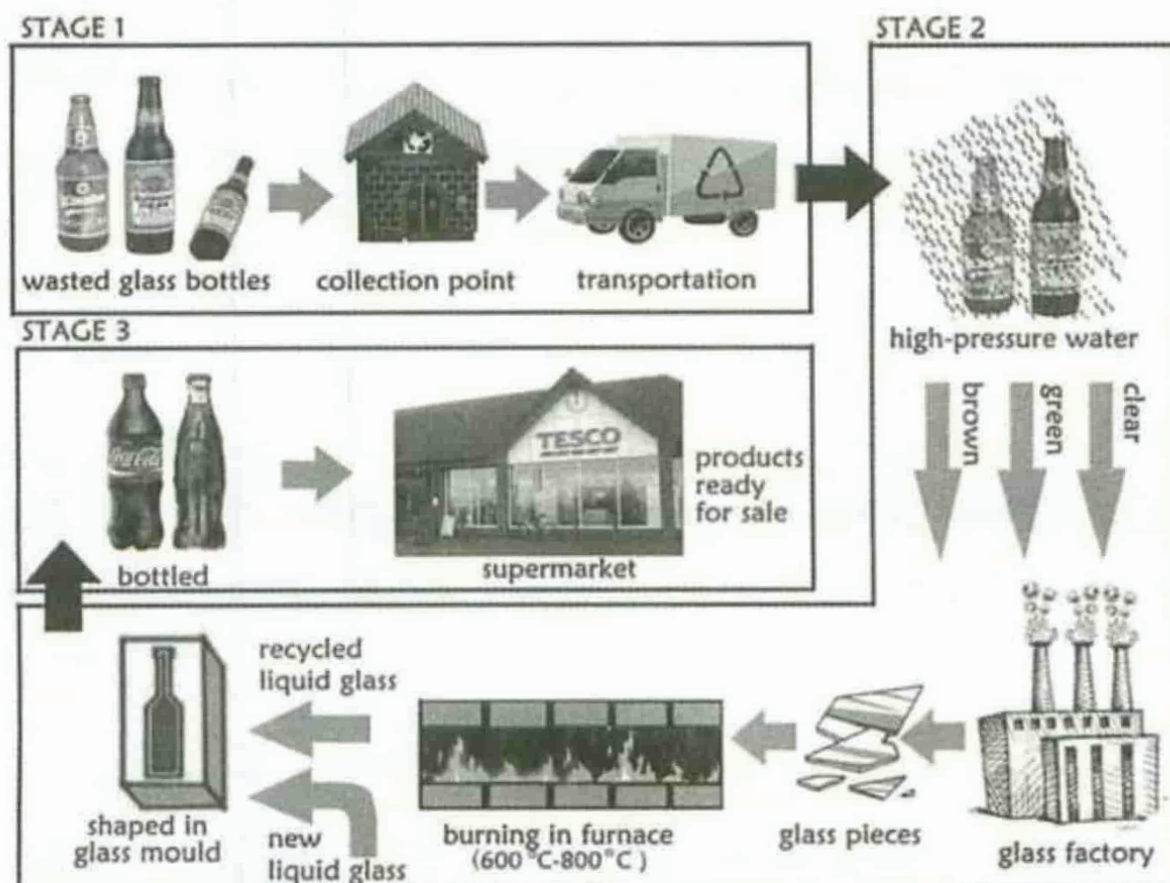
A **cyclical** process, on the other hand, is a process that goes back to the beginning and repeats over and over again, such as the life cycle of a frog or a butterfly.

Practice Exercises:

Sample Answer - 1

(Note : Below given sample answers will aid you to get insights of band score based on your input for the respective question. All the samples are of varying band levels.)

The below picture shows the stages of renewing the glass bottles. Summarize the information, report the main features and make comparisons where relevant.



BAND - 7

The diagram illustrates the process of recycling waste glass bottles. It can be observed from the diagram that there are three main stages in the recycling process, beginning with gathering the wasted glass bottles, the recycling of these bottles, and ending with the delivery of new products. Overall, it is a lengthy and complex process which comprises various steps and stages.

Firstly, wasted glass bottles are gathered at a collecting point. It is then transported to a recycling center/cleaning plant by truck. Next, these are

cleaned using high-pressure water to eliminate the dust and other substances before being classified into three kinds of bottles according to their color, such as brown, green and clear.

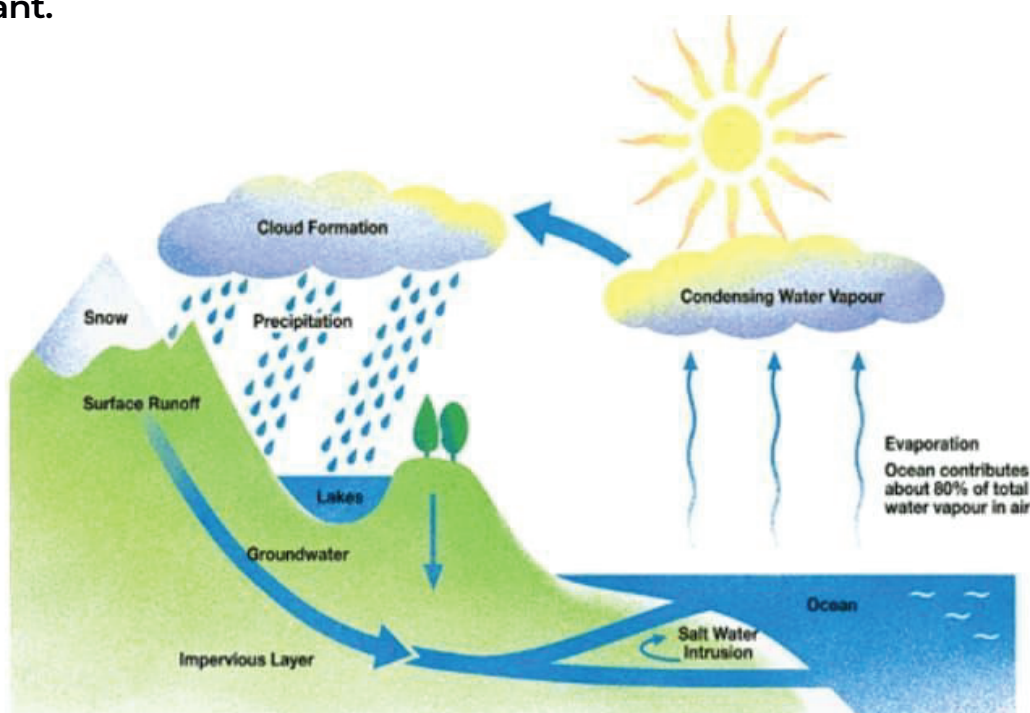
Later, these bottles are sent to a glass factory to be crushed into smaller pieces. The process continues wherein those pieces are burnt in a specific furnace at a high temperature of 600c – 800c to become molten glass. The recycled molten glass and new liquid glass are coupled together and poured into a glass mould to produce new bottles. The new bottles are then filled with drinks, and the entire process of recycling glass concludes after these filled bottles are delivered to the supermarket.

Source: Makkar Writing Book

Sample Answer - 2

(Note : Below given sample answers will aid you to get insights of band score based on your input for the respective question. All the samples are of varying band levels.)

The given picture reveals the water circulation procedure. Summarize the information, report the main features and make comparisons where relevant.



BAND - 6.5

The chart illustrates the circulation of water in nature which is a complex and natural process.

Overall, it is clear that there are three primary stages in this process, beginning with water evaporation and the formation of a cloud. The next step shows the water's journey after falling to the ground, and the process ends with saltwater intrusion.

At the first step of the process, water evaporates into the air, as a result of the sun's heat. It is estimated that 80% of total water vapour is taken from the ocean. Following this, a cloud is formed by the condensation of water vapour.

In the next stage, the heavy clouds cause rain or snow. Water from the precipitation partly pours into the lakes or is absorbed into the ground. The surface runoff, which is made from rainwater, creates the groundwater and then flows back to the ocean without reaching the impervious layer. The final stage of the process is saltwater intrusion, where water from the ocean moves to the freshwater aquifers.

Source: Makkar Writing Book

Mixed Graph

In-class Content

Introduction: IELTS multiple graph questions are quite common in the Academic Task 1 Writing test. Students often panic when they see these as they are worried about having to interpret two different types of data. However, as long as you've learnt how to write a description on each type of graph, you will have no problem with multiple graphs questions.

A question could include any combination of the following:

1. Bar Chart
2. Line Graph
3. Pie Chart
4. Table Chart

Steps to write a high-scoring Mixed Graph task:

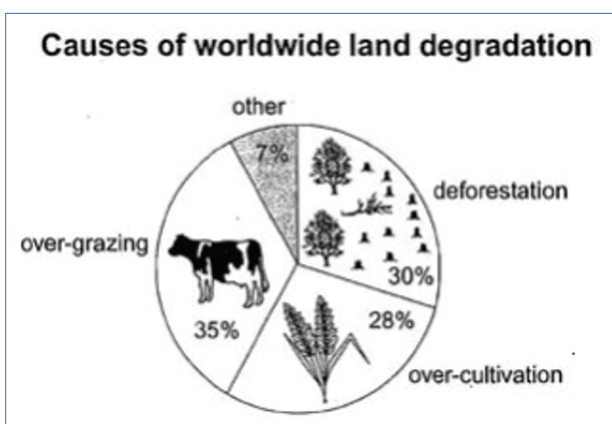
1. Analyze the question
2. Identify the main features
3. Write an introduction
4. Write an overview
5. Write the details paragraphs

Important Tip: Write separate body paragraphs for each graph.

Sample Answer

The pie chart shows the main reasons why agricultural land becomes less productive. The table shows how these causes affected three regions of the world during the 1990s. Summarize the information by selecting and reporting the main features and make comparisons where relevant.

Write at least 150 words.



Causes of land degradation by region

Region	% land degraded by...			Total land degraded
	deforestation	over-cultivation	over-grazing	
North America	0.2	3.3	1.5	5%
Europe	9.8	7.7	5.5	23%
Oceania*	1.7	0	11.3	13%

* A large group of islands in the South Pacific including Australia and New Zealand

The pie chart illustrates the primary causes of land deterioration across the globe, while the table outlines how three different regions were affected by these damaging factors in the 1990s.

Overall, it is clear from the pie chart that the main reason for farmland to become less productive is overgrazing. The data in the table reveals that

Europe had the highest percentage of degraded land compared to North America and Oceania for the period recorded.

The pie chart presents two additional key reasons for the decrease in the productivity of agricultural land, these are deforestation and over-cultivation. Although tree clearance is almost as damaging as grazing too many animals, at 30%, it has a 5% lower impact than overgrazing. Delving deeper, excessive cultivation is the least problematic at just over a quarter of the total.

According to the table, 23% of Europe's agricultural land was affected by these damaging practices. This was almost double the percentage in Oceania, the next most affected region. In contrast, North America experienced by far the lowest level of productivity loss with a figure of just 5% of its total agricultural land.

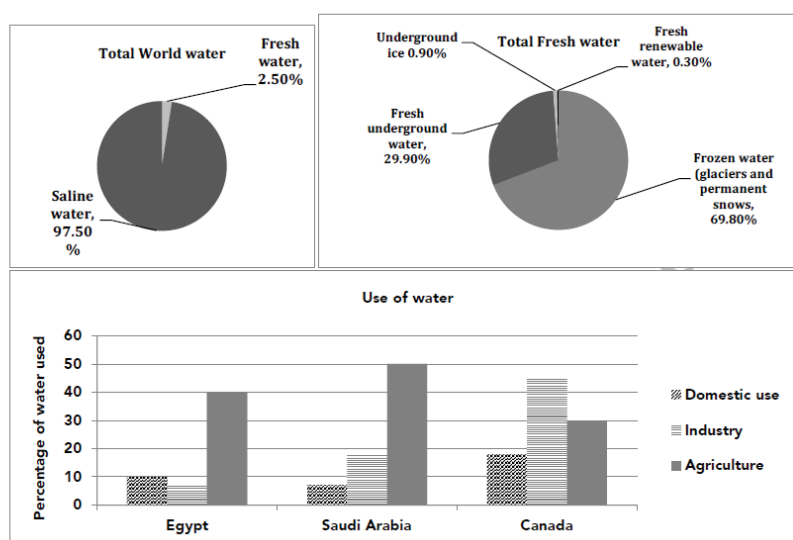
Source: <https://www.ielts-mentor.com/>, *Causes of worldwide land degradation*

Practice Exercises:

Sample Answer - 1

(Note : Below given sample answers will aid you to get insights of band score based on your input for the respective question. All the samples are of varying band levels.)

The charts below give information about the amount and types of water in the world, and also show the use of water in three areas in three countries. Summarize the information by selecting and reporting the main features and make comparisons where relevant.



BAND - 7

The given pie charts depict the quantity and sorts of water in the world and the column graph portrays the proportion of freshwater used for three different purposes in Egypt, Saudi Arabia and Canada.

Overall, it is clear that fresh water is a very precious commodity as only 2.5% of the total water on this planet is fresh, and out of that a very small fraction is usable water, which is used for domestic, industrial and agricultural use.

From the first pie chart it is witnessed that a major chunk (97.50%) of the global water is saline water and the remaining (2.5%) is fresh water. The second pie chart shows that a little over two third (69.80%) is frozen water in the form of glaciers and permanent snows, whereas a little under one third (29.90%) is fresh underground water. 0.90% of freshwater is in the form of underground ice, whereas a very small fraction, which constitutes 0.30%, is fresh renewable water.

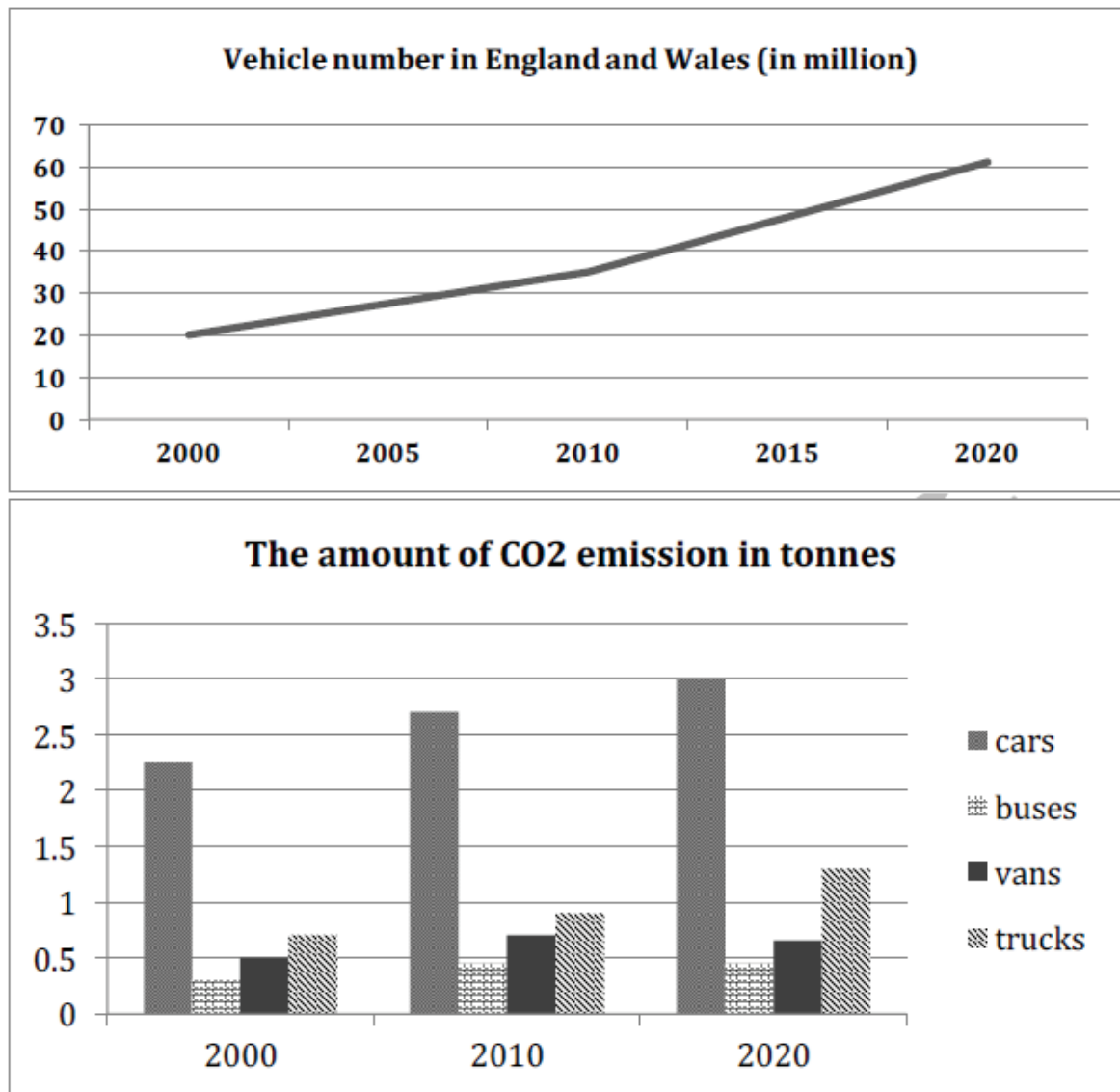
From the column graph it is clear that in Egypt, 40% water is used for agriculture, which is the highest use, whereas only 10% and 8% water is used for domestic purposes and industry,

respectively. The Saudis also used the maximum (50%) water for agriculture. They used 18% water for industry, which was more than two times that used by the Egyptians for this purpose. The Saudi Arabians used only 8% for domestic use. It is interesting to note that the Canadians used the maximum (47%) water for industry. They used 30% for agriculture and around 18% in their households.

Source: Makkar Writing Book

Sample Answer - 2

The line graph and the bar chart give the information and forecast about the vehicle numbers and CO₂ emission in England and Wales between 2000 and 2020. Summarize the information by selecting and reporting the main features and make comparisons where relevant.



BAND - 6.5

The given line graph depicts the number of vehicles in England and Wales from 2000 to the present time and also gives predictions up to 2020. The bar chart gives the information on the amount of CO₂ emissions by four different forms of transport, which are cars, buses, vans and trucks over the same period. Overall, vehicle numbers are expected to increase in future, and the CO₂ emissions are also expected to escalate in future.

As the line graph shows, there were nearly 20,000,000 vehicles in England and Wales in 2000. Then, the total number went up slightly to 35 million in the following 10 years and is expected to experience a rapid upward tendency reaching around 60 million by 2020.

The column graph shows four primary sources of CO₂ emission. Cars emitted the largest amount of CO₂ from 2000 to 2010 and this trend is predicted to continue and reach 3 tonnes by 2020. Interestingly, the trucks went through and forecast a similar trend as cars but the total amount is significantly less, from 0.6 tonnes in 2000 to 1.3 tons in 2020. The emission of CO₂ from buses and vans is likely to keep steady at around 0.4 and 0.6 tons, respectively.

Source: Makkar Writing Book

Writing Task 1 - Summary

Approach	Reason
Spend 20 minutes on Task 1 (150 words) and 40 minutes on Task 2 (250 words)	Task 2 is longer than Task 1 and is worth twice as many marks.

Before you write	Read the task and make a mental summary of the key points and overall trends / stages.	If you misinterpret the data or diagram, you will lose a lot of marks for content.
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As you write	Introduce the information, in a sentence or two, using your own words	If you copy the question, the examiner will not count these words.
	Summarise the key points and use data to illustrate these	You will lose marks if you miss key points or fail to illustrate them.
	Include an overview of the information - either in your introduction or conclusion.	You will lose marks if your answer does not contain an overview.

How you write	Try to show that you can use your own words (wherever possible) and a range of grammatical structures.	You will get more marks for vocabulary and grammar if you can do this.
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	Divide your answer into paragraphs and use linkers to connect your ideas.	You will get more marks if you can organize your answer well and use a range of linking and reference words.
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When you have finished	Count your words to make sure you have written enough.	Short answers lose marks. (There are no extra marks for long answers.)
	Check your grammar, spelling and punctuation.	Mistakes in these areas can reduce your marks.

Source: New Insight into IELTS - Cambridge

Task 2 - Introduction

In-class Content

Step-By-Step Writing

1. Read the Essay Topic
2. Understand the type of essay
3. Brainstorm ideas as per the pattern, jot down main points and decide the thesis
4. Begin writing / Typing
5. Lastly, proofread before submitting

Advantages and Disadvantages Essay

Tips:

1. Spend time planning the benefits and drawbacks of the statement given.
2. Write a minimum of 250 words.

3. Make sure you have relevant supporting points.
4. Collate your advantages together in one body paragraph and the same with the disadvantages.
5. Include Example in both the paragraphs
6. Follow a safe advantage disadvantage essay model.

FAQ:

1. Is it mandatory to put advantages and disadvantages separately in two paragraphs or can I club them?

No. You cannot club them. You have to follow the structure. The examiner will look for the logical organization of the paragraphs.

In case of questions where advantages outweigh disadvantages, I might have to write disadvantages first? Will it affect my score?

2. You can choose any order you want. But make sure you don't write both (advantages and disadvantages) in one paragraph.

3. In the conclusion of the advantage/disadvantage essay, is it ok to support one side?

Yes, but it is not necessary.

Task 2 Structure

Paragraph 1 - Introduction (5 minutes)

- Sentence 1 - General Statement (Optional)
- Sentence 2- Paraphrase the Question (Mandatory)
- Sentence 3 - Thesis Statement (Mandatory)
- Sentence 4 – Outline of ideas (Optional/Preferable)

Paragraph 2 - Advantages (10 minutes)

- Sentence 1 - Topic Sentence
- Sentence 2 – Elaborate the idea
- Sentence 3 - Discuss with Example
- Sentence 4 - Conclude the topic

Paragraph 3 - Disadvantages (10 minutes)

- Sentence 1 - Topic Sentence
- Sentence 2 – Elaborate the idea
- Sentence 3 - Discuss with Example
- Sentence 4 - Conclude the topic

Paragraph 4 - Conclusion (5 minutes)

- Sentence 1 – Summary
- Sentence 2 - Restate the thesis
- Sentence 3 - Prediction or recommendation (Optional)

Important Linkers

ADDITION	EMPHASIS**	SEQUENCE*	CONDITION**	COMPARISON/ OPPOSITION*
1. Moreover,...	1. Clearly,...	1. Firstly,...	1. If...	1. However,...
2. Further-more,...	2. Especially,...	2. First of all,...	2. Unless...	2. In contrast,...
3. In addition,...	3. In particular,...	3. To start with...	3. On the condition that...	3. By contrast...
4. Additionally,...	4. Particularly,...	4. Secondly,...	4. Provided that...	4. In comparison,...
5. Likewise,...	5. Without a doubt,...	5. Next,...	5. As long as...	5. Meanwhile,...
6. On top of that,...	6. Importantly,...	6. Thirdly / fourthly / etc.,...	6. Supposing that...	6. On the other hand,...
		7. Lastly,...	7. Otherwise...	7. But...
		8. Finally,...		8. Alternatively,...
				9. Nevertheless,...

More and more people are leaving the countryside and going to cities nowadays.

What are the advantages and disadvantages of this trend?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Note: plan your response before writing. Spend at least 5 mins to brainstorm

Merits	Demerits

Important Synonyms And Linkers

1. Countryside – Rural, villages, small town, settlement
2. Cities – urban centers, metropolis, metro cities
3. Leave – shifting, relocating, migrating, transferring, migrating, escape
4. Advantages – benefits, merits, upsides, boon, perks, pros, positive aspects
5. Disadvantages – limitations, demerits, drawbacks, downsides, cons, negative aspects
6. On the one hand, Similarly, likewise, In addition to, additionally, Besides, For example, for instance, not only... but also, Consequently,
7. On the other hand, conversely, in contrast, Apart from this, For instance, to illustrate, evidently, As a result, Firstly, next, then,
8. In conclusion, to conclude, apparently

More related lexical resource:

1. Affinity, Inclination
2. Adversity
3. Imminent, Upcoming, Forthcoming
4. Perceived, Anticipate, Assumed
5. Knowledge, Information, Awareness, Understanding, Enlightenment
6. Belief, Idea, Notion, Opinion, Opine
7. Debatable, Discrepancy

Sample Answer

Nowadays, it is common to find people from rural areas migrating to larger towns in search of better employment opportunities and to avail urban amenities. However, this trend can affect their adaptation to the lifestyle as well as the rising living cost. This essay will discuss both the merits and the demerits that are associated with this trend.

To begin with, the principal reason for relocating to the cities is the ample placement opportunities available in towns. As the cities are centres of trade and commerce, they provide the people with easy employment and hence the people shifting here, can benefit from this trend. Furthermore, the urban amenities, such as the emergency health care units are a boon for especially the elderly people in the families. They can rely on them at any hour of the day. For example, my neighbours who shifted the town last month had an urgent medical requirement when the elderly lady in the house fell on the kitchen floor and had some serious injuries. Due to the availability of the hospitals even during the night, they could get her treated right on time. Hence, the migration does bring some benefits to the people coming to the big cities.

On the other hand, despite the upsides of this trajectory, the drawbacks cannot be undermined. Firstly, the living cost of the cities is exorbitant and can burn a hole in the pockets of the bourgeoisie (middle class) society. For instance, the house rent in cities like Mumbai and Delhi is skyrocketing, this means that a major part of the earning is spent on rents and commute not to mention the daily living expenses. Secondly, to keep up with the fast-paced lifestyle of the city, one needs to put in more effort than they would in a rustic town life, disrupting their social patterns.

To conclude, I believe that this trend of migration is debatable. Though there would be contentious arguments opposing this. I regard this as a positive sign.

Source: <https://writing9.com/> *Many people are choosing to move to cities.*

Practice Exercises:

Sample Answer - 1

(Note : Below given sample answers will aid you to get insights of band score based on your input for the respective question. All the samples are of varying band levels.)

Some parents buy their children a large number of toys to play with. What are the advantages and disadvantages for the child of having a large number of toys?

BAND - 6

It is true that many parents purchase a multitude of playthings for their offspring. Whether or not this is a good thing for the child is a moot point. On the face of it the advantages seem most apparent, but could there be a downside to this phenomenon of devoted parenting as well?

Most people would consider children who have many toys to be the fortunate ones. Interesting things to play with stimulate many positives in the young boy or girl, such as optimum brain development, hand-eye coordination and colour recognition, apart from the simple joy of playing. Modern toys are designed to be educational as well as fun, and concerned parents carefully select products which might speed their child's acquisition of numbers of the alphabet.

Is it possible that owning multiple toys could be in any way detrimental to a child? This is an unusual question, but there are some hidden pitfalls. For one, wealthy parents might spoil their son or daughter by showering him / her with toys, resulting in a negative effect on the child's character. For another, a growing child's concentration span may suffer if they are constantly surrounded by too many tempting objects, so that they become unable to focus on any one game for a decent length of time before being distracted. On the social side, older children may become targets of envy from classmates, if they are perceived as having far more possessions than their peers. Finally, the majority of toys today are made of plastic which commonly contains the chemical BPA, proven to be dangerous for infants to suck on or ingest.

It is clear then that this situation is not as straightforward as it first appears. It would seem that one of the many duties of parents is to make an informed choice about how many toys they buy for their young ones.

Source: Cambridge Book 10

Sample Answer - 2

At the present time, the population of some countries includes a relatively large number of young adults, compared with the number of older people.

Do the advantages of this situation outweigh the disadvantages?

BAND - 5

Nowadays, the people of some countries that have the young people more than the old people. Some people thinks when their countries have the young people more than the old people will be good because, that could increases the population in the future. Another people thinks it not good due to some countries limit the population, if that have more young children, it will over limit . This essay will discuss the advantages and disadvantages about in some countries have the young people more than the old people.

One of advantage is increasing the population. In some countries support the family to have more children because that can increases the population in the future . For example, in Singapore, Piliphine and so on. What is more chancing to improve the educations as when they have a lot of young generation, the government could improve a good education. Also, they can develop the systems include the qualified teachers, the good atmosphere.

One of disadvantages is the place for study. If the young generation still a lot, the school will not enough for the study, the government should construct more school. Also, when they have the new schools , the teacher will not enough to teach them . The university should get more student to study about teaching education.

Another disadvantage is the quality of education. If the many students learn in the classroom, the teachers can not take care all. For instance, when they have a problem they will need some help from the teachers. Furthermore, when they grow up the unemployment problem will happen because the company can not receive everybody to get a job.

In conclusion, in some countries that have the young population more than the old population, the government should manage the education system. Moreover, they should prepare the plans for solving unemployment problems which can happen in the future.

Source: Cambridge Book 10

Problem And Solution Essay

In-class Content

Structure of the Essay

Paragraph 1 - Introduction (5 minutes)

- Sentence 1 - General Statement (Optional)
- Sentence 2- Paraphrase the Question (Mandatory)
- Sentence 3 - Thesis Statement (Mandatory)
- Sentence 4 – Outline of ideas (Optional/Preferable)

Paragraph 2 - Discuss the problem (10 minutes)

- Sentence 1 - Topic Sentence
- Sentence 2 – Elaborate the idea
- Sentence 3 - Discuss with Example
- Sentence 4 - Conclude the topic

Paragraph 3 - Discuss the solution (10 minutes)

- Sentence 1 - Topic Sentence
- Sentence 2 – Elaborate the idea
- Sentence 3 - Discuss with Example
- Sentence 4 - Conclude the topic

Paragraph 4 - Conclusion (5 minutes)

- Sentence 1 – Summary
- Sentence 2 - Restate the thesis
- Sentence 3 - Prediction or recommendation (Optional)

Many people living in cities these days do not get enough physical exercise.

What are the causes of this? How to tackle the problem? (DEC 2020)

Write at least 250 words.

Planning

Causes	Solution

Important Vocabulary -

urban areas, sedentary lifestyle, work out, issues, fitness, physical activities, sporting activities, ailments, health benefits,

Work life balance, hectic, busy, occupied, resolve, reasons, affects, effects, extravagance, abundance, effluence

Sample Answer

A large number of individuals are devoid of physical activities owing to a number of factors, long working hours being one of them. However, in my opinion, if their office premises offer them physical sessions within the working hours then this problem can be dealt with.

On the one hand, long working hours keep most city people from finding time to work out. To be precise, when an individual's office hours stretch over 10-14 hours, they are left with no energy or motivation for another activity that involves expending physical energy. They would rather spend the rest of their waking day with family, pursuing hobbies or tending to household chores, for example. Additionally, easy access to appliances and third-party help has reduced natural, functional activities as most tasks that required effort are now done hasslefree / either with a press of a few buttons or by paid professionals. For these reasons, a sedentary lifestyle has put physical fitness on the backburner.

On the other hand, physical fitness is not something that can be ignored as it can have long-term repercussions/ as there are long-term repercussions involved in it. To avoid these, employers/ workplaces should provide the facility of a gym on their premises so that employees can spare some time working out and refreshing themselves. In the long run, this will benefit the organisations as well by making their employees more productive at work front along with , leading to a salubrious lifestyle Moreover, people can also seamlessly incorporate exercises in their routine by opting to take the stairs instead of a lift, taking short breaks to walk around the premises or simply performing a few tasks while standing.

To conclude, people themselves will have to realise the importance of healthy lifestyle by incorporating exercises and make efforts in that direction now a little bit of smart work and initiative on the part of the organisations can contribute to the physical well-being of the society as a whole.

Source: <https://writing9.com/> *Many people living in cities these days do not get enough physical exercise*

Practice Exercises:

Sample Answer - 1

Divorce rates and family breakdowns are increasing globally, it is generally accepted that families today are not as close as they used to be.

Discuss the causes of this problem and offer some possible solutions to it.

Write at least 250 words.

BAND - 5

Lack of communication and closeness between family members is a vitally important issue in many societies today. In this essay, I will firstly discuss the causes of this problem and then offer some possible solutions to it.

In my view, the primary cause of this problem is the modern lifestyle. Most parents today work much harder than ever before. In the past, one parent – usually the mother – stayed at home to take care of the children. In recent times, however, it has become increasingly common for both parents to work. As a result, more and more children now grow up with neither parent at home. It is unsurprising, then, that families are no longer as close as they once were. One other factor adding to this problem is that people today spend too much time on solitary activities like watching television.

In order to overcome this problem and make families closer, peoples' lifestyle must change. I feel more parents should stay at home and take care their children. Perhaps governments could subsidise parents who choose to look after their families rather than working. Of course, these subsidise would probably not fully cover the income a family would reduce the financial pain of surviving on one income and afford to do so. Another positive step would be to promote active pastimes through public education programmes.

To conclude, while it is improbable that any solution will be found in the near future, I feel that the above mentioned measures would be a good first step.

Source: Write Right

Sample Answer - 2

Many people believe that educational standards have declined in recent times, particularly in the areas of literacy and numeracy.

Discuss the causes of this problem and offer some possible solutions to it. Write at least 250 words.

BAND - 7

There is a wide perception in many parts of the world today that educational standards are in decline. Majorly due to the absence of control over students and lack of concentration on important subjects that can be resolved by implementing stringent rules and be attentive on the key subjects.

One of the most significant obstacles to learning in schools today is a lack of discipline. While the teachers of previous generations were able to maintain order through the use of corporal punishment, such methods are no longer permitted. This has left many teachers powerless to control unruly students. The resultant misbehaviour and inattention on the part of students seriously undermine the learning process. If educational standards are to be raised, therefore, it is crucial that classroom discipline be restored. Admittedly, there are numerous alternatives to corporal punishment, which is frowned upon by many these days. Nonetheless, many teachers remain firmly convinced that physical forms of punishment are often the most effective method of behaviour management.

Another major contributing factor in the sub-standard academic achievement of today's students is the undue attention that many schools give to "soft" subjects like music, art and drama. Interesting though they may be, these subjects simply serve to distract students from more important and practical subjects like mathematics and English. The more time students spend learning how to paint, for instance, the less time they spend learning how to read. In order to improve educational outcomes, therefore, we must ensure that core subjects are not neglected.

In conclusion, in reality, this is a vast oversimplification of the issue. Solutions such as the reintroduction of corporal punishment would be problematic in themselves. However, the hard way is sometimes the best way.

Source: Write Right

Discussion Essay

In-class Content

TIPS

Before you start writing, plan your ideas so that you can organise the information clearly. You must decide how much you agree or disagree and why. Take 5 minutes and plan out your ideas, opinions and examples.

Structure of the Essay

Paragraph 1 - Introduction (5 minutes)

- Sentence 1 - General Statement (Optional)
- Sentence 2- Paraphrase the Question (Mandatory)
- Sentence 3 - Thesis Statement (Mandatory)
- Sentence 4 – Outline of ideas (Optional/Preferable)

Paragraph 2 - First View (10 minutes)

- Sentence 1 - Topic Sentence
- Sentence 2 – Elaborate the idea
- Sentence 3 - Discuss with Example
- Sentence 4 - Conclude the topic

Paragraph 3 - Second View (10 minutes)

- Sentence 1 - Topic Sentence
- Sentence 2 – Elaborate the idea
- Sentence 3 - Discuss with Example
- Sentence 4 - Conclude the topic

Paragraph 4 - Conclusion (5 minutes)

- Sentence 1 – Summary
- Sentence 2 - Restate the thesis
- Sentence 3 - Prediction or recommendation (Optional)

Some people think that new houses should be built in the same style as older houses in the local area. Others disagree and say that local authorities should allow people to build houses in the styles of their own choice.

Discuss both views and give your opinion.

Write at least 250 words.

Keywords- houses built, same style, older houses, local area/ authorities, allow, own choice

Important Vocabulary- abode, dwelling, accommodation, architecture, aesthetic, facade, vicinity, precinct, block, hamlet, stretch, government, enforcement

Sample Essay

The architecture of a locality conveys ample about the people living there and the culture. Considering this, at many places the communities insist on having a similar architectural façade whereas many other people disregard this and prefer building homes in their own styles. It is important to admit that both views have their own merits. In this essay, I will discuss the possible reasons that support each view, and the benefits they bring to society.

On the one hand, it is significant to consider that a traditional outlook for all the homes gives a sense of symmetry to the neighbourhood. For any outsider visiting the place, this style gives an aesthetic appeal of culture and grandeur. For example, any visit to cities like Jaipur and Lucknow, one can sense the tradition of the royalty, as the construction of buildings in these places reflect the palatial mewadi and nawabi lifestyle, respectively. Furthermore, many people argue that a similar structure is a boon in case of an emergency such as a fire outbreak. In other words, having a similar design facilitates rescue operation during contingencies.

On the other hand, every person has an individuality, and it also is reflected in the way they design and decorate their homes. In the modern times, it is common to find houses that are designed in contemporary styles, which gives it a modern outlook. In such residences, the owner selects patterns that he or she has an affinity for, thus, giving an independent outlook to the viewer. Moreover, a home during the present times, needs to be cost efficient in all manners. The contemporary methods of construction give an array of choices to create modern energy efficient homes. For example, my neighbours have reconstructed their villa, by adding equipment such as solar panels and also included a terrace garden with a patio. The rooms have glass windows to allow light to enter the house and the roof is made up of material to keep it cool during the summers.

To conclude, owning a house is a dream opportunity, therefore, the individuals should be allowed to construct it at their will. However, in the heritage centres the government can take measures to retain the cultural outlook of the place.

Source: <https://writing9.com/>, *some people think that new houses should be built in the same style as older houses in the local area*

Opinion Essay

In-class Content

Linkers

Addition*

- Moreover,...
- Furthermore,...
- In addition,...
- Additionally,...
- Likewise,...
- On top of that,...

Emphasis**

- Clearly,...
- Especially,...
- In particular,...
- Particularly,...
- Without a doubt,
- Importantly,...

Condition**

- If...
- Unless...
- On the condition that...
- Provided that...
- As long as...
- Supposing that...
- Otherwise...

Sequence*

- Firstly,...
- First of all,...
- To start with...
- Secondly,...
- Next,...
- Thirdly/fourthly/etc.,...
- Lastly,...
- Finally,...

Comparison/Opposition*

- | | |
|---------------------|-------------------------|
| • However,... | • Meanwhile,... |
| • In contrast,... | • On the other hand,... |
| • By contrast... | • But... |
| • In comparison,... | • Alternatively,... |
| | • Nevertheless,... |

Sample Essay

Some people think young people should be required to have full-time education until they are at least 18 years old. To what extent do you agree or disagree?

3 ways to answer this question type

1. I completely agree OR I cannot; but agree = 100% agree
2. I completely disagree
3. I partially agree

Keywords - young people, full-time education, 18 years old

Relatable Words or Phrases- full-time learning/ schooling, young adults, youngsters, children, a child, learner(s), pupil(s) academics, curricular , co-curricular, career , job opportunities

Many people believe that every child should be educated until they finish senior high school degrees. Although the first reaction to some people is to concur with such claims. Nonetheless, from my point of view, there are several persuasive reasons to refute this statement. In the following paragraphs, there are a number of perspectives to examine this issue more in depth.

The main reason to support my position is that if young people take education for granted, then they won't appreciate the learning opportunities they have. Take my friend, Tina, for example, her family compelled her for higher education even though she spent time on playing. She not only learned nothing from the studies, but also met bad friends who taught her how to smoke.

On the other hand, my friend Tony, who had a part time job and went for studies at night. He cherished the chance of school life since he paid the tuition himself. From such examples, it demonstrates that children should know why they need to go to school and they should also have the choices. Another reason for my belief is that kids may not all enjoy studying. They could be responsible for their own decisions after 16 years old. For instance, my cousin Mike, who went to study

until finished university, however, he is a cook now. What he is doing now is nothing related to his studies even though he spent tons of time and money for his schools. Consequently, it can be said that parents should know more about your son or daughter's interests before you force them to spend years on studies.

To conclude, it is not to say that other points of views are totally without merit. Nevertheless, the reasons I have presented could support the position that young people should not always be required to finish full-time studies until 18-year-old.

Source: Cambridge 10

Practice Exercises

Sample Answer - 1

(Note : Below given sample answers will aid you to get insights of band score based on your input for the respective question. All the samples are of varying band levels.)

Some people say that the best way to improve public health is by increasing the number of sports facilities. Others, however, say that this would have little effect on public health and that other measures are required. Discuss both these views and give your own opinion.

Give reasons for your answer and include any relevant examples from your own knowledge or experience

Write at least 250 words.

BAND - 7.5

Nowadays, staying healthy is a crucial concern for everyone. Some would argue that in order to boost the health of the public, expanding the number of sports amenities is the most appropriate way while others think it could not be enough. In my opinion, I believe improving the public's health is a complicated problem that can not be solved by any single strategy.

On the one hand, making a rise in sports facilities might be a good point to start but it will have no effect if there is a lack of other aspects such as time for exercise and motivation. First of all, gyms and equipment are for nothing if people have no time to practice or go to the gym. Moreover, doing exercise is a daily life process and a long-term plan what requires us to keep our motivation and doing it every day. For instance, over 60% of 21 - 26 years old people who do workout less than 2 times per week and most of them have the excuse that they have other works to do and losing their interest in practicing. Thus, we need solutions to help people have more time and exercise habits instead of just proving them the facilities which might not be used.

On the other hand, there are various factors that affect people's health such as reducing stress at work, a healthy diet, or a proper exercise plan. In fact, having too much pressure at the working place could put people in some dangerous mental conditions. In addition, losing control of eating unhealthy foods could bring lots of problems to our hearts and our body. More than that, improper practice strategy could cause exercise injury for example muscle pull or sprained ankle. Because of those reasons, many aspects are needed in making public health better.

To sum up, I believe people's health could not be improved by increasing sports facilities as the only solution while other strategies are needed.

Source: Cambridge 9

Sample Answer - 2

Some people think that all university students should study whatever they like. Others think that they should be allowed to study subjects related to science and technology. Discuss both these views and give your own opinion.

Give reasons for your answer and include any relevant examples from your own knowledge or experience

Write at least 250 words.

BAND - 7.5

University education system is one of the most widely discussed topics these days. Many people believe that college students should be allowed to choose subjects they like to study. Others think that it is always better to learn subjects that have relevance in the future and I agree with them. Both views will be discussed in this essay.

On the one hand, there are people who claim that college students should be given the privilege of choosing the subjects of study. Usually, the subjects for a particular course are decided by the university. According to these people, doing these courses is not effective and this has to change. If students get the opportunity to choose their subjects, learning will become more interesting for them. In addition, there are students who have talents in many other fields. Therefore, this proposed change in the education system will allow them to enhance their knowledge in a wide variety of subjects and polish their talents. For instance, if we include some arts and cultural subjects in engineering courses, this would pave the way for them to explore other fields. Nevertheless, this will affect the focus and ruin the quality of education.

On the other hand, some people believe that education should be based on the major subjects of the particular course rather than the student's interest. In their view, when students complete their course, they should have a thorough knowledge of that area. This is only possible if they study the subjects specific to the stream. Moreover, when we consider the future, competition for jobs will be very high and industries will hire only the finest talents. For example, a lot of innovations are happening. New subject topics and research fields have started to come up resulting in the betterment of technologies. Since the employment opportunities will be based on this technological knowledge, it is therefore, highly important that university students should focus more on studying these subjects for their better future.

To conclude, many people are against studying only core subjects; however, it is always better to study these subjects and make their fundamentals strong for a successful future.

Source: Cambridge 9

Opinion Essay

Sample Answer - 1

(Note : Below given sample answers will aid you to get insights of band score based on your input for the respective question. All the samples are of varying band levels.)

Some people believe that unpaid community service should be a compulsory part of high school programs (for example working for a charity, improving the neighborhood or teaching sports to younger children). To what extent do you agree or disagree?

Write at least 250 words.

BAND - 6.5

It is argued that It is necessary for students to engage in social voluntary activities which have been organised by universities such as taking part in voluntary charity, promoting the neighbourhood or training sports to kid children. In my opinion, I completely disagree with this view.

I think that the requirement that children participate in extracurricular activities brings several disadvantages. The first drawback is student will join with a target of coping with lectures or school. Because, they are not really interested in. For example, At their university, a huge array of students dropped of clear environmental campaigns which have settled up every day with an aim of collection waste like nylon bags, a lot of plastic bottles... , helping environmental contamination. Furthermore, A large variety of learners have not much time by scheme busy studying. Therefore, They had focused on their homework rather than participating this activity

On the other hand, I believe that there is a rich diversity of advantages if they take part in this compulsory programme to their university. Firstly, it is a great way to socialize. By taking out charity work, they have expanded knowledge and enhanced a lot of skills, leading to improved team work and promoting

social communication,.. Moreover, This demanded activity helps them understand the value really which it brings up. For example, by joining training sports in their school, a numerous of younger people have known healthcare and have a regular exercise to maintain a health lifestyles In conclusion, personally, I completely disagree that schools should create acquisition programmes and demand their learners follow them.

Source: Cambridge 9

Sample Answer - 2

It is important for children to learn the difference between right and wrong at an early age. Punishment is necessary to help them learn this distinction.

To what extent do you agree or disagree with this opinion?

What sort of punishment should parents and teachers be allowed to use to teach good behaviour to children?

Write at least 250 words.

BAND - 6.5

During childhood, kids must learn about right and wrong. One way of making them know the difference is to punish them when they do something wrong. In my opinion, I agree that punishments go a long way in shaping a child's future and keep them in the right path.

The fear of punishment will encourage students to stay away from wrongdoings and hence they will not get into any problems with their friends or teachers. This will make their school life free of issues and confrontations which will eventually make them perform well in school. For example, a kid punished for stealing a pencil from his classmate is unlikely to do that in future because of the embarrassment he faced the last time he did it. When these children grow up into adults they will always strive to do the right thing and they will stay away from the wrong path due to the lessons learned in their

childhood. Admittedly, this will make them impart their values to their children also. On the whole, the society will benefit from people like these.

Punishments do not necessarily have to be severe. For example, parents can cancel an outing or refuse to buy a birthday gift for their child. Teachers can give impositions or ask the kid to sit in the class during a physical training period.

In conclusion, children ought to know what is right and what is wrong. Parents and teachers can punish them in order for the children to correct their behaviour. This would build a better society of people who do only right things.

Source: Cambridge 10

Writing Task 2 - Summary

Before you write	Read the task carefully to decide how many parts it has and what your position is.	You will lose marks if you do not address all the parts of the question.
	Make a quick plan on rough paper. Decide on your main ideas.	The examiner will be looking for a number of clear main ideas.
As you write	Introduce your answer in your own words and make your position clear. You may state your position here as well	The examiner will not count copied material as part of your total word count.
	Present your main ideas clearly and use examples to support them.	You will get more marks if your ideas are clear and well supported.
	Write a conclusion and re-state your position	Your examiner will expect to find a logical conclusion and a consistent position.

How you write	Try to show that you can use your own words-paraphrase- (wherever possible) and a range of grammatical structures.	You will get more marks for vocabulary and grammar if you can do this.
	Divide your answer into paragraphs and use linkers to connect your ideas	You will get more marks if you can organize your answer well and use a range of linking and reference words.
When you have finished	Count your words to make sure you have written enough	Short answers lose marks. (There are no extra marks for long answers.)
	Check your grammar, spelling and punctuation	Mistakes in these areas can reduce your marks.

Source: New Insight into IELTS - Cambridge